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ABSTRACT

To assist both practitioner and reader to find answers to questions on the theory and practice of recurrent education, this resource guide compiles 715 abstracts of relevant articles, books, and monographs, from many countries. Descriptors and identifiers, used in computer searches to identify the materials, are arranged alphabetically in the index, followed by the numbers of the abstracts to which those terms refer. Furthermore, each abstract is classified (somewhat arbitrarily, as the author admits) as either a theoretical construct or a programmatic application. A summary shows the number of abstracts per year since 1963 by type (theoretical or programmatic). The number of abstracts per country can be seen in the identifier summary, followed by the list of abbreviations used. Sources for the abstracts were the ERIC (Educational Resources Information Center) data base and the International Bureau of Education (IBE) citations. (CP)

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# RECURRENT EDUCATION

## A RESOURCE GUIDE

Newton C. Rochte

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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# FOREWORD

Although the term recurrent education emerged not long ago, the idea that education should be an ongoing process spanning one's entire life can be traced to the Greeks. In our own time, the 1964 Unesco General Conference adopted a resolution which foreshadowed the present emphasis on recurrent education:

> ...that all countries should regard the various forms of out-of-school and adult education as an integral part of any educational system, so that all men and women, throughout their lives, may have opportunities for pursuing education conducive alike to their individual advancement and to their active participation in civic life and in the social and economic development of their country.

Inasmuch as one aspect of the mission of the John H. Russel Center for the Study of Higher Education is to promote understanding of the role and practice of higher education through publications which treat timely and important topics, it is appropriate that the Center enthusiastically support this Resource Guide. As is suggested in the Introduction, the widespread diffusion of the recurrent education concept has necessitated a consolidation of recent successes; and the proliferation of materials on the topic has necessitated a review and evaluation of recurrent education, in theory and in practice. Dr. Newton Rochte is to be commended for his production of a document which will be quite useful to all researchers working in the area of recurrent education.

John Y. Reid, Director
John H. Russel Center
for the Study of
Higher Education

Additional copies of this publication may be obtained for $5.50, which includes postage. Send a check or money order payable to The University of Toledo to this address:

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5

# PREFACE

This Resource Guide monograph is an outcome of a sabbatical leave to study recurrent education. Thanks to Dr. J. R. Kidd, Secretary-General of the International Council for Adult Education, and Mr. Ian Morrison, Executive Director of the Canadian Association for Adult Education, I met with Dr. Jarl Bengtsson, Counsellor for the Center for Educational Research and Innovation, Organisation for Economic Co-operation and Development (OECD/CERI), while Dr. Bengtsson was in Windsor to address the 1977 annual conference of the Canadian Association for Adult Education. As a result of that meeting, Dr. Bengtsson became my mentor for the initial portion of the study of recurrent education.

He arranged for me to receive copies of OECD/CERI publications on recurrent education that are not readily available anywhere else; he patiently answered many questions which I besieged him with via distance correspondence; he suggested several authors (but modestly declined to include his own name) on recurrent education; and he arranged for me to meet three authorities on recurrent education while I was on a Scandinavian vacation trip immediately preceding the sabbatical leave which occurred in the fall of 1978.

In the sequence in which I met them, they were Per Himmelstrup, Vice-Chancellor, Sydjysk Universitetscenter, Denmark; Professor Kjell Rubenson, Department of Educational Research, Stockholm Institute of Education, Sweden; and Mrs. Hallgjerd Brattsett, Norsk Voksenpedagogisk Institutt, Norway. In addition to describing the status of recurrent education in their own countries, these three unusually helpful people, along with Jarl Bengtsson, provided me with names and addressess of key individuals to correspond with, particularly those in the Council of Europe and in the United Nations Educational, Scientific and Cultural Organization (Unesco).

Key people with whom I had correspondence were Jagbans K. Balbir, Chief, Section of Higher Education, Unesco, Paris, France; W. Bax, Director, Bureau European De L'Education Populaire, Amsfoort, Netherlands; Aida M. Furtado, Head, Documentation and Information Unit, International Bureau of Education, Geneva, Switzerland; Ursula Giere, Documentation Centre of the Unesco Institute for Education, Hamburg, Federal Republic of Germany; Denis Kallen, Institute of Education, European Cultural Foundation, Paris; and Gabriele Mazza, Division for Out-of-School Education, Council of Europe, Strasbourg, France.

People in the United States of America who directly assisted me in the preparation of this publication were Mrs. Dorothy A. Slawsky, Reference Librarian, Processing and Reference Facility, ERIC; at the University of Toledo; Mrs. Mary W. Hartsfield, Special Cataloger, and Mrs.

Kathleen J. Voigt, Reference Librarian, of the Carlson Library; Mr. Leslie W. Sheridan, Director of Libraries; Dr. Harold L. Allen, Dean of the Graduate School.

Also, at The University of Toledo: Mrs. Rosa B. Lewis, Graduate Assistant, and Dr. Richard E. White, Chairman of the Department of Higher Education and Associate Dean for Administration of the College of Education; Dr. John Y. Reid, Director, and Mrs. Jeanne E. Smith, Secretary, The John H. Russel Center for the Study of Higher Education.

As can be seen from the names listed above, this Resource Guide represents international involvement. However, I do want to make clear that all errors of omission and commission in this publication are the responsibility of this writer and compiler.

Newton C. Rochte
Professor of Higher Education
June 29, 19

# TABLE OF CONTENTS


FOREWORD.....i

PREFACE.....iii

INTRODUCTION.....1
- A Working Definition and Watchwords.....1
- The Purpose of this Monograph.....2

THE PROTOTYPE: AN EXPLANATION.....2
- The ERIC and IBE Abstracts.....2
- The IBE/ERIC Descriptor/Identifier Index.....5
- The Theoretical Constructs/Program Index.....6
- The Identifier Summary.....7
- A List of Abbreviations.....7

REFERENCES.....8

IBE/ERIC DESCRIPTOR/IDENTIFIER INDEX.....9

THEORETICAL CONSTRUCTS/PROGRAM INDEX.....30

IDENTIFIER SUMMARY.....33

LIST OF ABBREVIATIONS.....35

ERIC/IBE ABSTRACTS.....37

# INTRODUCTION

Recurrent education is a conceptual term which emerged a little more than ten years ago.[1] In spite of its youth, the term, recurrent education, has appeared in many publications, speeches, and conferences in many different countries. That the concept has been theorized and put into practice in so many countries in so short a time is due, in large part, to the fact that an international organization — the Organisation for Economic Co-operation and Development -- has been and continues to be its most active exponent. Two other organizations -- the Council of Europe and the United Nations Educational, Scientific and Cultural Organization (Unesco) -- also have been and continue to be active disseminators of the recurrent education concept. However, they tend to infuse recurrent education within the terminology of permanent education (education permanente), favored by the Council of Europe, and lifelong education which is advocated by Unesco.

No matter which descriptive term -- recurrent education, permanent education, or lifelong education -- is used, the widespread acceptance of the concept may be due, also, to the fact that it is an idea "whose time has come." Until recent years, most educational approaches have been terminal in nature. This has been especially true of the "front-loaded" models of primary (elementary) and secondary education. The terms of post-secondary, higher, and tertiary education also share the terminal connotation. Even the term, adult education, with its variety of definitions, presupposes adoption of its services by an individual within a specified span of time in his or her life cycle.

If H. G. Wells was accurate in his prediction that "life is a race between education and catastrophe," then one may wonder why the conceptual triad of recurrent education, permanent education, and lifelong education was so late in being conceived. To pursue such speculation, however, is not the purpose of this Resource Guide monograph. Such pursuit can be discerned in some of the abstracts in this monograph, especially those abstracts of publications printed in the late 60's and early 70's.

Nor is it the purpose of this Resource Guide to describe, by way of explanation, the contributing factors or the causes for the birth of recurrent education and its associate concepts of permanent education and lifelong education. There undoubtedly were several causative and tributary conditions, varying from county to county, that created the environment which made possible, perhaps even evitable, the birth of the triplets: recurrent, permanent, and lifelong education.[2]

[1]See excerpt of a letter from Professor Denis P. Kallen in the References section of this Resource Guide.

[2]See the References section for a list of locater (code) numbers identifying several abstracts which pertain to publications that include detailed explanations, including definitions, of the three terms.





A Working Definition and Watchwords

Since this monograph is concerned primarily with recurrent education, the reader is entitled to at least a "working" definition. Such a definition already has been constructed by Vladimir Stoikov in a study on education and employment as part of the World Employment Programme (WEP) sponsored by the International Labour Organisation (ILO). After examining definitions that had appeared in publications printed in several countries and admitting that he did not find an "internationally acceptable working definition of recurrent education," Stoikov synthesized his review in the following working definition of recurrent education and training:

> .....a global system containing a variety of programmes which distribute education and training at different levels (primary, secondary and tertiary), by formal and non-formal means, over the lifespan of the individual in a recurring way, that is, alternated with work or other activities. (Stoikov, 1975:5)[1]

There are three major concerns which permeate the definitions examined by Stoikov and appear as watchwords among the 715 abstracts in this monograph. They are equity, employment, and efficiency.

Certainly, the growing concern for equity, whether it be implemented through "positive" discrimination, as in some Western European nations or "reverse" discrimination as in the United States of America, has been a characteristic feature of recurrent/permanent/lifelong education whenever the concept has been discussed and written about and implementation attempted. This concern for equity is evident in many of the abstracts included in this Resource Guide.

Another major concern which runs like a dominating thread through the fabric of the abstracts is productivity, usually called employment, of the individual for the mutual benefit of that individual and his/her society. A corollary term, favored by some writers, is manpower planning. Productivity encompasses both paid or unpaid (volunteer work) employment.

The third concern, efficiency, on one hand assumes that the efficient producer contributes more to his own happiness and to the welfare of his society than a person who is inefficient. On the other hand, this concern is related to the national, regional, and international efforts to conserve finite resources; to expend those resources for the benefit of the greatest number of people at minimal sacrifice to the individual.

Equity, employment, and efficiency are the watchwords in the abstracts which constitute the major resource of this monograph. Yet, it should be remembered that the abstracts, by themselves, cannot adequately describe the creation, development, and future growth of recurrent education. The

[1]See also the abstract with locater (code) number 665 in the ERIC/IBE Abstracts section of this monograph.

abstracts, at most, provide the skeleton of much of the existing literature on recurrent education. The abstracts can be used as a map to explore the "global" dimensions of recurrent education.

The Purpose of This Monograph

The major purpose of this monograph is to assist the reader, whether he be a practitioner or a researcher, to find answers to those questions which he now has about the theory and practice of recurrent education. This publication attempts to serve as a guide to resources of information about recurrent education. However, this monograph is not an encyclopedia on recurrent education. Such publication would require the coordinated efforts of many individuals over a period of time much greater than the several months involved in the compilation of the resources, particularly the abstracts, in this Resource Guide.

Although this Resource Guide, through its compilation of abstracts, probably encompasses information about most of what has been written and published on recurrent education, it deliberately is designed not to be a complete documentary on recurrent education. A secondary objective of this monograph is to serve as a working model for further literature research on recurrent education. The "Prototype," to be introduced in a moment, serves both as that working model and the major sections for the presentation of information in this Resource Guide.

Although the concept of recurrent education may have originated in Western Europe, the theoretical constructs supporting the concept and its programmatic applications are to be found in many countries, as can be gleaned from scanning the Identifier Index included in this Guide. Recurrent education, in little more than a decade, has become an international rather than a national or regional (such as Western Europe or Latin America) term. This undoubtedly has been the intent of the Organisation for Economic Co-operation and Development through its early and sustained efforts to disseminate information on recurrent education, as evident in its many conferences and publications which are included in the 715 abstracts in this monograph.

Given the successful efforts for widespread diffusion of the recurrent education concept, the time has come to consolidate those successes. Such consolidation is needed for two reasons. First of all, researchers and practitioners are busy people. They want to be productive with minimal expenditure of time and energy. By quickly and easily obtaining existing information on recurrent education, they can avoid "re-inventing the wheel." A perusal of the abstracts in this monograph will reveal that recurrent education already has been re-invented several times.

Secondly, the time has come for review and evaluation of recurrent education, in theory and in practice. A concept goes through several stages in its development. Recurrent education, since its inception, has survived the period of early childhood and the adolescent search for identity. The next few years will be the critical years in which recurrent education will either mature as a viable concept or quietly become a footnote in the new knowledge of the future.

This Resource Guide can be an early step in the direction of consolidation for review and evaluation. Consolidation essentially is the collecting of information. Collecting information is like catching butterflies. The hobbyist equips himself with a net and tries to be in the right place at the right time to capture the desired butterflies in that net. This monograph is offered as a possible prototype of a net for capturing information on recurrent education. If the prototype is workable, perhaps other researchers in recurrent education can apply it in order to arrive at a more complete; certainly, at least, a more comprehensive compilation of information on recurrent education.

If the prototype appears to be workable, then other researchers can use similar nets to catch different kinds of butterflies; they can use research methodology similar to the one employed in this monograph to study concepts which are entirely unrelated to recurrent education.

# THE PROTOTYPE: AN EXPLANATION

This Resource Guide (and research prototype) consists of the following components:

1. The ERIC and IBE Abstracts
2. An IBE/ERIC Descriptor/Identifier Index
3. A Theoretical Constructs/Program Index
4. An Identifier Summary
5. A List of Abbreviations (used in the abstracts)

The ERIC and IBE Abstracts

ERIC is the Educational Resources Information (orginally, Educational Research Information) Center System funded by the National Institute of Education (NIE), U.S. Department of Health, Education, and Welfare (DHEW). Among its many activities since it began in 1966, ERIC provides a computer search service involving over 300,000 citations which are available in microfiche and also have been printed in two monthly bibliographic journals, Resources in Education (RIE) and Current Index to Journals in Education (CIJE).

The RIE citations (bearing ED numbers in this Resource Guide compilation) are abstracts of research papers, conference reports, bibliographies, and innovative practice reports. The RIE cited documents are available in their entirety on microfiche in most college and university libraries. The RIE cited documents also can be purchased on microfiche (MF) or in hard copy (HC) from the ERIC Document Reproduction Service, Box 190, Arlington, Virginia 22210.

The CIJE citations (bearing EJ numbers in this Resource Guide compilation) are abstracts of articles appearing in over 700 education-related journals. The abstracts in these citations usually are much shorter than those in the RIE citations. It is important to note, however, that the descriptors and identifiers in both the ED and EJ citations are derived from the same Thesaurus of ERIC Descriptors (1977) publication.

The IBE citations (bearing IBE numbers in this Resource Guide compilation) are abstracts of articles, books, and documents provided by

the Documentation and Information Unit of the International Bureau of Education, Geneva, and the Documentation Centre of the Unesco Institute for Education, Hamburg. Whereas the ERIC abstracts are from publications printed in English, the IBE abstracts include publications printed in many languages. However, the IBE descriptors and identifiers in the Unesco: IBE Education Thesaurus (1978) are based upon English, French, and Spanish terms which are stored at the International Computing Centre by means of a program established by the International Labour Organisation (ILO).

The IBE Education Thesaurus, through MT coding, enables the user to observe and select terms which are included in an OECD-Unesco coordinated Macro-Thesaurus that is a computerized treatment of documents relevant to the field of social and economic development. This coordinated effort becomes important when it is remembered that three major thrusts of recurrent education are equity, employment, and efficiency which also are essential components of social and economic development.

There are other thesauri which could have been included in this monograph and thus increased the scope of prepared abstracts on recurrent education. An example is the EUDISED Thesaurus (European Documentation and Information System for Education) originally containing descriptors from Britain, France, and Germany and later adding the two languages of Spanish and Dutch. That thesaurus has been principally concerned with preparing multi-national bibliographies in research and development, educational periodicals, and audiovisual aids.

In recent years, there has been established an increasing number of national, regional, and international documentation and information centers, where, there too, abstracts on recurrent education are available. The International Encyclopedia of Higher Education lists 201 centers in which it ".....is generally understood that documentation and information centers concentrate on data-processing and information-retrieved systems, whereas libraries have as their main province the acquisition and provision of knowledge" (Knowles 1977:31, 31a). Like IBE, EUDISED, and ERIC, several of these centers have developed thesauri to facilitate the use of their data-processing and information-retrieval systems.

A rationale for selecting ERIC and IBE abstracts

There are several reasons for not including other documentation and information centers in this monograph. One is that this Resource Guide is intended to serve as an introduction to recurrent education for the reader who is unfamiliar with the concept and as a review for the reader who has studied and perhaps has made contributions to the recurrent education literature. If the research prototype being presented here is workable, then the reader can apply the prototype to additional documentation and information centers of his selection.

A second reason for restricting this Resource Guide to the IBE and ERIC documentation and information centers is to explore an observation made in the 1978 IBE Education Thesaurus. There, it was stated that each documentation and information center originally was created to serve particular target groups such as those in the "policy-administration-organization sectors" and in the "research-learning-instruction sectors" (Terminology, 1978:12). It also stated, using ERIC and IBE as its examples, that national and international documentation and information centers in recent years, have tended to expand their services to reach practitioners and researchers in both "sectors." To assist the reader in that exploration, the compilation of abstracts in this monograph has three sections: one with ED (ERIC) code numbers; another with EJ (ERIC) code numbers; and the third with IBE code numbers. Additional assistance in that exploration is provided in the Theoretical Constructs/Program Index component of this prototype.

If, in fact, the documentation and information centers are converging in their services and clienteles, there emerges the question of compatibility in terminology in their thesauri, the indispensable tools for retrieving the information stored in their computer banks. In short, is there or can there be a common currency of terms among the descriptors and identifiers in the abstracts stored in those computer banks? A third reason, then, for confining this monograph to IBE and ERIC is to simplify the process for observing the extent of the compatibility between the IBE and ERIC thesauri and the possibility for expanding that compatibility. Here, again, the reader interested in further comparisons can use additional thesauri issued by the documentation and information centers of his own selection. This prototype may be useful in such future comparisons. The IBE/ERIC Descriptor/Identifier Index in The Resources in This Guide section of this monograph may be especially helpful in those comparisons.[1]

A fourth, and final, reason for limiting this Resource Guide to IBE and ERIC abstracts is related to the preceding questions on compatibility of terminology. If there is to be developed one international thesaurus on education, it will be necessary to adopt uniformity in the format of the citations. In addition to the abstracts, the descriptors, and identifiers, the citations usually include such information as author(s), publisher, publication date,[2] and number of pages in the original document. The question thus arises as to whether it is feasible to convert the formats of the citations in various national and regional thesauri to the one employed in IBE since it already attempts to be an international thesaurus. By examining the feasibility of converting the ERIC citation format to the one employed by IBE, it will be possible to illustrate some of the problems in converting the formats in other thesauri citations to that used by IBE.

---

[1] See "The Network of Educational Information: Some Prospects" paper listed in the References section of this Resource Guide for a discussion on the potentials and problems of an international information service in education.

[2] This decision can be complicated. For example, what is the publication date of a speech written in December, 1975; delivered at a conference in January, 1976; and submitted to ERIC or IBE in June, 1976?

A review of ERIC and IBE abstract formats

It happens that both ERIC and IBE have adopted a similar approach in their use of descriptors and identifiers. A descriptor is a term used for indexing and retrieving. The ERIC descriptors refer to subject area (recurrent education, for example), target group (national, regional, or international), and leveling term (pre-school, elementary education, secondary education, higher education, post-secondary education).

The IBE descriptors, in order to accommodate differences in practices in many countries, are more precise. Its descriptors include education type (formal education and training: institutionalized; informal: individual, not organized; and non-formal: organized but not completely institutionalized); levels and forms of education (pre-primary, primary, secondary, higher and adult education); goals, aims, and objectives (goals: society's expectations for its total educational system; aims: concerns of the people directly involved with some part of the system; and objectives: intended results of the process of education and training); and geographical range of agencies and organizations (geographical: international, regional, national, provincial; agencies: official or governmental bodies; organizations: voluntary or non-governmental bodies; and institutions: sociological sense such as church or family and applied sense such as a centre for education or research (Terminology, 1978:18).

IBE and ERIC identifiers tend to be proper nouns to refer to the names of places (United States of America, Middle East), institutions (Unesco, OECD, Council of Europe), and persons (Piaget, Illich).

There is one difference between the ERIC and IBE citations that should be pointed out. Whereas the IBE citations incorporate the descriptors and identifiers within the body of an abstract (by means of /slashes/ immediately before and after an identifier or descriptor, ERIC inserts them like a string of beads immediately preceding the abstract in a citation. To conserve space in this monograph, the ERIC citations do not include the descriptors and identifiers, as presented in the two ERIC publications, Resources in Education and Current Index to Journals in Education (and in the ERIC computer search printouts made available for this monograph). However, they are used in the IBE/ERIC Descriptor/Identifier Index and the Identifier Summary components in this Resource Guide (and research prototype).

Choosing the descriptors and identifiers for the ERIC and IBE computer searches for this monograph involved several considerations. Early in the planning, a list of over 300 terms was compiled primarily from examining literature made available from OECD, Unesco, ILO, and Council of Europe and several journal articles and books printed in the United States and, most of all, from a careful examination of the descriptors in the IBE and ERIC thesauri.



The following random sample is from that list:

| | |
|---|---|
| Adult Education | Industrial Training |
| Career Education | Inplant Programmes |
| Community Education | Labour Education |
| Continuous Learning | Management Education |
| Cooperative Programs | Manpower Development |
| Distance Education | Postsecondary Education |
| Education Vouchers | Released Time |
| Educational Leaves | Retraining |
| Entitlements | Sandwich Courses |
| Equal Education | Short-cycle Education |
| Further Training | Tertiary Education |

Although there is a surprising amount of duplication of relevant descriptors in the two thesauri, it soon became apparent that, if one were intent upon compiling a comprehensive annotated bibliography on recurrent/lifelong/permanent education, it would be essential to use both thesauri in that effort. Each thesaurus contains appropriate descriptors not listed in the other.

Considerations in selecting the descriptors

It was the multiplicity of relevant descriptors which dictated the decision to be selective in the choice of the computer-search descriptors and to create the research prototype being described in this monograph.

Another consideration involved in the selection of the descriptors to use in identifying the citations included in the compilation of ERIC and IBE abstracts in this Resource Guide was the opportunity to obtain the assistance of both ERIC and IBE in conducting computer searches of the desired descriptors. Here, it may be helpful to provide, for future researchers and practitioners, the names and addresses of two key people. They are:

Ms. Aida M. Furtado, Head
Documentation and Information Unit
International Bureau of Education
Palais Wilson
CH-1211 Geneva 14
Switzerland

Mrs. Dorothy A. Slawsky, Reference Librarian
Processing and Reference Facility
ERIC
4833 Rugby Avenue, Suite 303
Bethesda, Maryland 20014
USA

In addition to assistance in the selection of descriptors to use in computer searches, Mrs. Slawsky and Ms. Furtado can be helpful in respect to ascertaining the fees to be charged for such services and in determining whether copyright regulations are involved. Because of her familiarity with the network of services which are provided by the "family" of Unesco agencies, Ms. Furtado not only arranged for a computer search of recurrent education through the IBE facility for this monograph, but she also arranged for the delivery of the first six issues of the special series on Lifelong Education/Education Permanente of the Awareness

List published by the Documentation Centre of the Unesco Institute for Education, Hamburg (UIEH). Ms. Furtado thus made it possible to obtain IBE abstracts on recurrent education, lifelong education, and permanent education.

A third consideration involved in the selection of computer-search descriptors for this monograph has been mentioned before: the "triplets" of recurrent education (OECD), lifelong education (Unesco), and permanent education (Council of Europe). Although the three terms are not synonymous, they do share a common bond of concern for the three "thrusts" of equity, employment, and efficiency. Consequently, the choice of recurrent education, lifelong education, and permanent education as three of the four descriptors to use in the ERIC and IBE computer searches was an inevitable decision. The fourth descriptor chosen for computer search through ERIC was lifelong learning. A preliminary ERIC computer search disclosed 186 lifelong learning and 118 lifelong education citations available for inclusion in this monograph. A perusal of the ERIC (ED and EJ) abstracts in this Resource Guide will reveal an inclination for lifelong education and lifelong learning to be used interchangeably by many writers.

This monograph is not the place to engage in a debate on whether the two terms — lifelong education and lifelong learning — are two sides of the same coin or separate pieces of silver. It is a question which does deserve further exploration because it is part and parcel of an even more fundamental issue of whether there is a difference between education and learning. Although the issue may, on the surface, appear merely to be an academic question for theorists to ponder and pontificate, it is one which influences policy making and program planning.

A fourth (and final one to be mentioned here) consideration was the number of abstracts to be included in a monograph which purports to be selective rather than comprehensive. As it is, the total of 715 abstracts--approximately one-half from IBE and one-half from ERIC (ED and EJ)--is a higher total than was anticipated before the computer searches began. It was this unexpectedly high total which led to the decision not to include abstracts on recurrent education from other sources such as recent publications sent to the writer but which had not been picked up either by ERIC or IBE at the time that they conducted computer searches for this monograph.

Suggestions for effective use of the abstracts

Now, a few suggestions on effective use of the 715 abstracts. Immediately preceding the compilation is a facsimile of an abstract, with brief explanation interpolated. One explanation omitted in the facsimile is the appearance of EJ and ED numbers in approximately 50 IBE citations.[1] Whenever a publication was cited in both ERIC and IBE computer printouts, the IBE abstract was chosen for inclusion in this monograph. There are two reasons for that decision. It is expected that most readers of this Resource Guide reside in the United States of America and will find it easier to obtain copies of the original publications through ERIC than IBE. Also, if they wish to compare IBE and ERIC abstracts, they can more easily retrieve the ERIC citations than those stored in IBE. The second reason for selecting the IBE over the ERIC abstracts (when there were duplications in the computer printouts) is related to what was said earlier about exploring the feasibility of converting ERIC, and possibly other thesauri, citation formats to the one created by IBE.

Each of the 715 citations is preceded by a number in parenthesis such as (1). The numbers appearing in the parentheses are locater numbers which the reader can use in finding (locating) the specific citations which interest him as he examines the IBE/ERIC Descriptor/Identifier Index and the Theoretical Constructs/Program Index.

The IBE/ERIC Descriptor/Identifier Index

This Index consists entirely of the 1,632 descriptors and identifiers mentioned in the 715 abstracts. In those instances where there are differences in spelling of the same descriptors, that is, appearing in both ERIC and IBE abstracts, the IBE spelling is used. Examples are Adult Education Centres and Educational Programmes. Occasionally, both spellings are used. An example is Educational Innovation/Innovations.

This Index can save time for the reader who is a member of the "policy-administration-organisation sector" and the reader who belongs to the "research-learning-instruction sector." Once a practitioner, policy-maker, or researcher has formulated a question which is of interest to him, he then can quickly scan the Index terms to locate descriptors and identifiers that appear to lead him to abstracts that relate to his question. The following lists of descriptors for researchers and practitioners illustrate the possibilities for obtaining pinpointed assistance in minimal time and effort:

Researcher

- Annotated Bibliographies
- Bibliographic Citations
- Bibliographies
- Booklists
- Books
- Case Studies
- Conference Reports
- Conferences
- Definitions
- Doctoral Theses
- Directories
- Documentaries
- Educational Resources Information Center
- Followup Studies
- Glossaries
- Graduate Surveys
- Indexes Locaters
- Information Centres
- Questionnaires
- Research
- Subject Index Terms
- Taxonomy

[1] See citation (locater) numbers (351) and (353) in the ERIC/IBE ABSTRACTS in The Resources In This Guide section of this monographs for examples.

Practitioner

Access to Education
Action Programmes
Adult Education Programmes
Community Colleges
Compensatory Education Programmes
Continuing Education Centres
Correspondence Courses
Education Permanente
Educational Innovation/Innovations
Educational Leave
Educational Programmes
Educational Radio
Educational Strategies
Evening Schools
External Degree Programs
Further Training
Higher Education
Independent Study
Individualized Study
Informal Education
Inservice Education
Lifelong Education
Literacy Programmes
Nonformal Education
On the Job Training
Open Colleges
Out of School Education
Permanent Education
Professional Continuing Education
Programme Evaluation
Recurrent Education
Technical Education
University Extension
Vocational Education
Vocational Training
Work Experience Programmes

Locater numbers

Immediately below the title in the IBE/ERIC DESCRIPTOR/IDENTIFIER INDEX, the following line appears:

ED...1-223 EJ...224-347 IBE...348-715

The numbers refer to the locater (code) numbers of the citations which appear in the compilation of IBE/ERIC abstracts in this Resource Guide. ED...1-223 pertain to the RIE (Resources in Education) publication abstracts; EJ...224-347 are abstracts printed in the CIJE (Current Index to Journals in Education); and IBE...348-715 are abstracts from the IBE (International Bureau of Education) computer printout on recurrent education and the abstracts from the first six issues of the Awareness List special series on Lifelong Education/Education Permanente. Although the abstracts in this monograph are numbered consecutively, the abstract compilation does have three sections, (ED; EJ; IBE) for easy identification of the source of each abstract.

The Theoretical Constructs/Program Index

In the Introduction to this monograph, the following statement appears:

> "Secondly, the time has come for review and evaluation of recurrent education, in theory and in practice."

The Introduction also proposed that this Resource Guide be an early step in such review and evaluation and that the methodology devised for this monograph be considered as a prototype both for further review and evaluation of recurrent education and for topical concepts which are entirely unrelated to recurrent education. Two of the prototype components have been presented; namely, the IBE and ERIC Abstracts on recurrent/lifelong/permanent education (which is the final section of the monograph) and an IBE/ERIC Descriptor/Identifier Index. The third component is this Theoretical Constructs/Program Index.



The two premises of this Index

It was suggested in the Introduction that concepts are like individuals in that they grow through developmental stages one of which is the adolescent period of search for identity. This Index was developed to determine whether recurrent education has established its identity and is maturing as a viable concept. There are two premises built into the Index. The first has to do with dissemination. As has been mentioned before, recurrent education is favored by OECD; lifelong education by Unesco; and permanent education by the Council of Europe. The first premise is that, if the conceptual triad has been picked up by national and intranational (states, provinces, etc.) agencies and organizations after having been introduced by international (OECD and Unesco) and regional (Council of Europe) bodies, this may be considered as evidence of maturing viability.

The second premise is that, if the literature (journal articles, conference reports, books, etc.) reveals an increase of examples of programmatic applications after the initial flurry of writings consisting of theoretical constructs, this also may be considered as evidence of maturing viability. Although this premise, too, involves the process of dissemination, it is concerned much more with the questions of: (1) has the concept of recurrent education been tried out? (2) does it work? (3) is there empirical evidence to support the answers to the question of whether it works?

A summary of this Index

The following Theoretical Constructs/Program Summary consists of tabulations of the citations presented in the Theoretical Constructs/Program Index. The Summary data can be used in respect to the first premise. It appears that the national/intranational agencies and organizations very quickly picked up the conceptual triad of recurrent/lifelong/permanent education. During the period of time included in this monograph, of the 715 ERIC and IBE abstracts, 304 are international/regional and 411 are national/intranational.

The evidence in the Summary supports the notion that there is increasing maturity of the conceptual triad and that recurrent education is a viable concept that may well endure for years to come, if the dissemination premise is valid. The evidence in respect to the second premise of increased programmatic applications is less supportive. Of the 715 ERIC and IBE abstracts, 601 are theoretical constructs and 114 are programmatic applications. As can be seen in the Summary and from a quick scanning of the Theoretical Constructs/Program Index, there has been a surge of programmatic applications, starting in 1975. If a follow-up of the IBE/ERIC abstracts is made and if that review shows the surge to be continuing, then it may be reasonable to expect that, based upon programmatic applications, the precept of recurrent education is maturing and is becoming a viable concept.

An explanation of theoretical constructs and programmatic applications

Before arriving at any conclusions regarding the information presented in the Summary and the Theoretical Constructs/Program Index, it is necessary to be aware of the arbitrary manner by which each of the 715 abstracts has been classified as a theoretical construct or as a programmatic application. Theoretical constructs may be thought of as encompassing: (1) definitions, explanations, illustrations (examples)

THEORETICAL CONSTRUCTS/PROGRAM SUMMARY

International/Regional

| Year | Theory | Program | Total |
|---|---|---|---|
| 1963 | - | - | - |
| 1964 | - | - | - |
| 1965 | - | - | - |
| 1966 | 3 | 1 | 4 |
| 1967 | 1 | - | 1 |
| 1968 | 3 | 3 | 6 |
| 1969 | 7 | 1 | 8 |
| 1970 | 11 | 2 | 13 |
| 1971 | 3 | - | 3 |
| 1972 | 32 | 3 | 35 |
| 1973 | 22 | 2 | 24 |
| 1974 | 30 | 3 | 33 |
| 1975 | 44 | 18 | 62 |
| 1976 | 43 | 15 | 58 |
| 1977 | 37 | 17 | 54 |
| 1978 | 2* | 1* | 3* |

National/Intranational

| Year | Theory | Program | Total |
|---|---|---|---|
| 1963 | - | 1 | 1 |
| 1964 | 2 | - | 2 |
| 1965 | - | - | - |
| 1966 | 3 | - | 3 |
| 1967 | 2 | - | 2 |
| 1968 | 7 | - | 7 |
| 1969 | 6 | 2 | 8 |
| 1970 | 7 | 1 | 8 |
| 1971 | 14 | - | 14 |
| 1972 | 25 | 6 | 31 |
| 1973 | 45 | - | 45 |
| 1974 | 62 | 7 | 69 |
| 1975 | 51 | 10 | 61 |
| 1976 | 69 | 13 | 82 |
| 1977 | 62 | 8 | 70 |
| 1978* | 8* | -* | 8* |

*The information for 1978 is for only the first few months of that year.

of recurrent education, lifelong education/learning, and permanent education; (2) implications of the theories (definitions, etc.) for research and for programs; and (3) studies (other than empirical research) which may lead to recommendations some of which, in turn, may result in policies and laws. The studies include outcomes such as bibliographies and conference reports.

The inclusion of laws in the classification of recommendations may be surprising to some readers. The rationale is that policies and laws, like other forms of recommendations, set the stage for action. They anticipate what could be or should be. For example, the Lifelong Learning "Law" which actually is a section of the Higher Education Act of 1976 (P.L. 94-482) in the United States is known as permissive legislation. There has been very little implementation of the Lifelong Learning Law due to the absence of "enabling" legislation providing federal funding.

By contrast to theoretical constructs, programmatic applications refer to what is. Programmatic applications include both program planning and program operation. Programmatic applications also include empirical research. Such research may involve pre- and post-programming and surveys of actual practices, including case studies. The term, case studies, can be difficult to interpret. A reading of some of the abstracts dealing with case studies will reveal that, in some instances, the "case studies" are descriptions and comparisons of policies and laws in various countries rather than descriptive reports of programmatic practices.

Speaking of countries brings up the fourth component of the prototype, an Identifier Summary.

The Identifier Summary

This component may not be essential in dealing with topics which do not have international ramifications. In this monograph, it has been compiled to assist the reader to attain either or both of two objectives. They are: (1) to observe quickly the extent to which the recurrent/lifelong/permanent education concept has been investigated and implemented throughout many parts of the world; and (2) to identify quickly those abstracts which include mention of the particular country or countries of the reader's interest.

A List of Abbreviations

Many, perhaps most, of the abstracts in this Resource Guide include acronyms not all of which are explained in those same abstracts. Although such abbreviations conserve space, they can be perplexing to a reader who is unfamiliar with them. The List of Abbreviations in this monograph can serve as an introduction to the unidentified acronyms.

# REFERENCES

Abstract Locater (Code) Numbers for Explanations of the Triplets: Recurrent Education, Lifelong Education, and Permanent Education in This Resource Guide:

| Recurrent | Lifelong | Permanent |
|---|---|---|
| 60 | 15 | 43 |
| 67 | 34 | 45 |
| 92 | 69 | 47 |
| 126 | 82 | 49 |
| 129 | 95 | 63 |
| 144 | 110 | 70 |
| 145 | 127 | 87 |
| 150 | 161 | 157 |
| 151 | 195 | 162 |
| 168 | 314 | 173 |
| 182 | 409 | 177 |
| 221 | 421 | 189 |
| 230 | 440 | 275 |
| 334 | 460 | 293 |
| 369 | 467 | 401 |
| 375 | 498 | 609 |
| 507 | 504 | 614 |
| 545 | 539 | |
| 598 | 548 | |
| 599 | 553 | |
| 600 | 574 | |
| 602 | 585 | |
| 604 | 634 | |
| 624 | 658 | |
| 627 | 661 | |
| 636 | 674 | |
| 637 | 683 | |
| 665 | 715 | |


Educational Resources Information Center. Thesaurus of ERIC Descriptors. Seventh Edition. New York: Macmillan, 1977.

"The IBE Network of Educational Information: Some Prospects." A paper prepared for the Seminar on the Development of Educational Development Services in Latin America, Bahia Blanca, Argentina, 19-22 September, 1978, by the International Bureau of Education, Unesco. Geneva, Switzerland, August 1978. (Multilithed.)

Conclusions:
With the three-year plan for the development of an information network, the IBE has entered a decisive phase for its activities in the field of educational documentation and information..... we would like to present some practical questions linked to the development plan.....

.....National institutions are the depository of the whole national bibliographical output in the field of education. To what extent could these institutions select relevant documents according to established criteria and process them for integration into the IBE data base?

.....Standardization in the treatment of information is indispensable for the development of an information network. In this context, how far could the Unesco-IBE Thesaurus be utilized at national and regional levels?

Kallen, Denis P. In a letter dated 16 November 1978, Professor Kallen responded, as follows, to this writer/compiler's question on when and how the term, recurrent education, first emerged:

> As far as I know, we at OECD have indeed first used the term systematically in order to give a name to the project I was at the time (1971-1973) directing, at the instigation of Mr. Olaf Palme, then Minister of Education of Sweden. Mr. Palme had, if I remember well, already used the term in his speech to the Conference of European Ministers of Education held at Versailles in 1968 and OECD, or, more precisely, CERI, after that date started developing a project on "recurrent education". The policy report resulting from that project, written by myself and Dr. Jarl Bengtsson, since 1973, when I left OECD, directing the follow-up work, is called "Recurrent Education: a Strategy for lifelong learning".

Knowles, Asa S. editor-in-chief. The International Encyclopedia of Higher Education. Ten Volumes. San Francisco: Jossey-Bass, 1977.

Stoikov, Vladimir. The Economics of Recurrent Education and Training. Geneva, Switzerland: International Labour Office, 1975.

Terminology: Unesco: IBE Education Thesaurus. Third edition. Paris: The Unesco Press, 1978.

# IBE/ERIC DESCRIPTOR/IDENTIFIER INDEX

ED...1-223 EJ...224-347 IBE...348-715


ABILITY 542 702
ABILITY GROUPING 635
ABSTRACTS 84 85 86 97
ACADEMIC ACHIEVEMENT 108 132 138 207 212 216
ACADEMIC ASPIRATION 54
ACADEMIC EDUCATION 332
ACADEMIC RECORDS 207
ACADEMIC STANDARDS 524 621
ACCESS TO EDUCATION 15 281 313 371 394 398 403
404 418 420 430 467 480 506
513 526 588 594 621 639 647
664 669 712
ACCOUNTABILITY 37
ACCREDITATION INSTITUTIONS 22 71 93
ACCULTURATION 428
ACHIEVEMENT 438 512 700
ACHIEVEMENT NEED 59 525
ACTION PROGRAMMES (COMMUNITY) 13 167 356 486 586
ACTION RESEARCH 362
ACTIVISM 47 157
ACTIVITY LEARNING 356 414 424 528 660
ACTIVITY UNITS 133
ADJUSTMENT 707
ADJUSTMENT PROBLEMS 567
ADJUSTMENT (TO ENVIRONMENT) 6 428 528
ADMINISTRATION 61 97 353
ADMINISTRATIVE CHANGE 240
ADMINISTRATIVE ORGANIZATION 4 13 114 121 152 411 448
516 556 589 671 700
ADMINISTRATIVE PERSONNEL 17 45 67
ADMINISTRATIVE POLICIES/POLICY 47 205 255 403 558 660
ADMINISTRATIVE PRINCIPLES 542
ADMINISTRATIVE PROBLEMS 28 115 556 598 661
ADMINISTRATOR ATTITUDES 163
ADMINISTRATOR EDUCATION 37
ADMINISTRATOR QUALIFICATIONS 37
ADMINISTRATOR ROLE 37
ADMISSION CRITERIA 163
ADMISSION REQUIREMENTS 368 378 572 600 621 647
ADOLESCENCE 375 544 699
ADOLESCENTS 162 367 370 607 670 699
ADULT BASIC EDUCATION 6 8 9 36 40 84 85
124 238 289 311 321
ADULT CHARACTERISTICS 138
ADULT COUNSELLING 72 103 104 117 437 438 478
664
ADULT DEVELOPMENT 6 8 15 31 85 88 127
138 216 259 280 289 303 306
ADULT EDUCATION 6 7 14 15 18 22 26
30 39 40 45 49 51 54
55 56 57 58 60 63 65
66 69 70 71 72 73 77
78 79 80 81 82 83 85
86 88 90 92 95 96 97
98 100 101 103 104 108 112
113 114 120 121 125 126 127
130 131 135 136 137 138 139
141 142 144 147 150 151 152
153 154 155 156 158 160 161
162 163 167 169 171 175 177
179 181 182 185 187 188 189
190 192 193 194 195 197 199
201 206 208 209 212 213 221
222 225 228 229 230 232 234
236 241 242 243 244 245 246
250 251 252 253 254 255 258
259 262 265 266 268 270 271
276 279 281 282 283 285 286
287 288 291 292 293 297 299
301 304 306 307 311 312 313
317 320 323 325 327 329 331
334 336 338 339 340 343 344
345 347 355 363 366 367 370
373 378 385 401 403 415 418
429 431 435 436 445 447 450
464 465 466 477 482 485 489
491 493 494 500 502 504 508
509 510 515 518 519 520 529
531 535 536 539 541 543 547
549 550 551 555 556 557 558
561 567 570 574 576 577 578
579 582 587 588 591 593 598
599 603 607 608 611 619 625
632 635 636 637 640 644 645
647 648 654 663 667 677 678
680 681 682 690 710 711 715
ADULT EDUCATION PROGRAMMES 3 27 31 61 105 106 112
127 130 156 166 170 179 183
188 196 195 206 208 210 213
216 219 246 261 263 311 318
320 340 365 384 387 401 403
417 450 486 502 504 529 533
538 556 558 569 577 592 638
656 659 700 705 710
ADULT EDUCATORS 135 139 142 254 259 353 376
439 450 454 466 504 529 538
555 582 591 635 676
ADULT LEARNING 4 5 15 31 33 39 59
60 85 98 100 103 104 136
138 140 161 166 172 176 204
221 237 249 259 263 279 303
323 339 342 409 429 431 438
443 467 509 510 514 529 539
544 558 592 593 598 629 635
648 659 696
ADULT LITERACY 6 80 84 311 325
ADULT PROGRAMS 55 153 154 155 172 213

ADULT STUDENTS 15 22 38 102 130 166 176
183 190 200 230 239 243 262
279 338 364 367 378 387 401
462 464 468 501 504 520 529
540 542 580 581 592 635 636
642 664
ADULT VOCATIONAL EDUCATION 72 101 112 150 152 156 280
318
ADULTS 15 39 88 91 117 131 138
153 154 162 163 213 280 303
307 324 348 355 361 367 375
384 406 410 419 435 442 443
451 492 496 499 500 510 514
535 540 541 547 558 565 575
578 602 607 608 611 636 640
655 656 699
ADVISORY COMMITTEES 130
AESTHETIC EDUCATION 274
AFFECTIVE BEHAVIOUR 409
AFFECTIVE OBJECTIVES 96
AFGHANISTAN 197
AFRICA 61 178
AFRICA SOUTH OF THE SAHARA 678
AFRICAN CULTURE 178
AFRICAN LANGUAGES 178
AGE 5 7 138 393 443 569 607
702
AGE DIFFERENCES 138 319
AGE GROUPS 375 410 499 503 508 516 544
605 607 626 666
AGENCIES 33 124 691
AGRARIAN REFORM 701
AGRICULTURAL COLLEGES 175
AGRICULTURAL DEVELOPMENT 414 586 589
AGRICULTURAL EDUCATION 175 191 589 704
AGRICULTURAL PRODUCTION 162 414 546
AGRICULTURAL TRAINING 531 559 618 678 701
AIR FORCE 207
ALABAMA HUNTSVILLE HOSPITAL 290
ALGERIA 179
ALLOCATION PER STUDENT 552
ALLPORT, GORDON 96
ALTERNATIVE SCHOOLS 309
AMERICAN FEDERATION OF TEACHERS 94
AMERICAN INDIANS 10
ANNOTATED BIBLIOGRAPHIES 97 134 137 141 142 171
ANNUAL REPORTS 41 130
ANTHROPOLOGY 23 423 428
ANXIETY 501 510
AONTAS 121
APPRENTICESHIP 399 507 605
ARAB COUNTRIES 673
AREA STUDIES 124
ARMY EDUCATION 710
ART ACTIVITIES 48
ART EDUCATION 626 650
ARTICULATION PROGRAM 69
ASIA 197 357 590 628 685 686
ASIAN STUDIES 197
ASPEN INSTITUTE FOR HUMANISTIC STUDIES 17
ASPIRATION 54
ASSOCIATE DEGREES 175
ASSOCIATION FOR CONTINUING EDUCATION 152
ATHLETIC PROGRAMS 116 329
ATHLETICS 42 50 116 329
ATTENDANCE 376 524 660
ATTITUDE TESTS 216
ATTITUDES 56 91 370 452 478 659
AUDIENCES 445
AUDIOVISUAL AIDS 28 29 51 388 445 446
AUDIOVISUAL INSTRUCTION 196 446 648
AUDIOVISUAL PROGRAMS 123
AUSTRALIA 4 60 67 225 249 251 253
280 328 382 404 411 440 490
506 563 646
AUSTRIA 412 450 579 603 625
AUTOMATION 56
BACHELORS DEGREES 203
BANGKOK REGIONAL OFFICE 685 686
BANGLADESH 586
BASIC EDUCATION 359 511 615
BASIC EDUCATIONAL OPPORTUNITY GRANTS 38
BASIC SKILLS 6 223 248 370 431 615 618
628
BEHAVIOUR 370
BEHAVIOUR CHANGE 135
BEHAVIOUR DEVELOPMENT 202
BEHAVIOURAL OBJECTIVES 118 223 380
BELGIUM 406 412 475 495 579 604
BIAS 648
BIBLIOGRAPHIC CITATIONS 84
BIBLIOGRAPHIES/BIBLIOGRAPHY 59 70 97 99 160 190 199
204 205 262 288 360 379 393
395 425 426 434 437 449 463
476 482 494 495 504 505 519
533 539 550 551 560 590 601
606 626 632 634 635 640 649
678 679 683
BILATERAL AID 480
BILINGUAL TEACHERS 224
BIOCHEMISTRY 240
BOOKLISTS 288
BOOKS 85 306 433 445 482
BOTSWANA 586
BRAZIL 556 665
BRITISH COLUMBIA 14
BUDGETS 19
BULLETINS 45
BUSINESS 94 124 125
BUSINESS RESPONSIBILITY 131
CABLE TELEVISION 158 170

CANADA 106 107 145 152 170 238 253 344 387 394 407 418 450 506 557 563 595 673 677
CANADA MANPOWER TRAINING PROGRAM 238
CAREER AWARENESS 94
CAREER CHANGE 65 269
CAREER CHOICE 395 510 526
CAREER COUNSELLING 501 605
CAREER DEVELOPMENT 68
CAREER EDUCATION 35 75 94 101 129 133 141 144 161 182 214 223 228 234 327 350 384 387 395 456 479 660
CAREER EXPLORATION 94
CAREER LADDERS 182
CAREER OPPORTUNITIES 94 203 539
CAREER OPPORTUNITIES PROGRAM 35
CAREER PLANNING 133 203 501
CAREERS 202 469
CARTER ADMINISTRATION 310
CASE STUDIES 31 154 197 212 371 378 380 381 395 492 506 531 559 563 586 596 642 651 660 685 691 701 709
CASE STUDIES EDUCATION 32
CATALOGS/CATALOGUE 23 84
CENTER FOR INTERCULTURAL DOCUMENTATION 142
CENTRAL EDUCATIONAL AGENCIES 481 568 663 694
CENTRAL GOVERNMENT 384 445 486 576 622 623 664
CENTRAL GOVERNMENT LAWS 533
CENTRALIZATION 255
CERTIFICATION 58 487 611 633 705
CHANGE AGENTS 49 220 703 709
CHANGE STRATEGIES 10 26 53 60 74 80 167 187 214 222
CHANGING ATTITUDES 81 132 152 185 214 220 461 510 554 700
CHECK LISTS 205
CHEMISTRY 240
CHILD CARE CENTRES 643
CHILD DEVELOPMENT 235
CHILDHOOD 516
CHILDHOOD NEEDS 616
CHILDREN 162 361 370 410 505 606 618
CHINA 586
CITIZEN PARTICIPATION 9 82 167 302 390 523 526
CITIZEN ROLE 406 451 553
CITIZENSHIP 223
CIVICS 124 650
CIVIL RIGHTS 370
CLASS DISCUSSION 635
CLASSIFICATION 181
CLASSROOM ENVIRONMENTS 660
CLASSROOMS 459
CLEARINGHOUSES 310
CLUBS 216 329
COGNITIVE ABILITY 425
COGNITIVE DEVELOPMENT 235 549
COGNITIVE OBJECTIVES 96 223 699
COGNITIVE PROCESSES 478
COLLECTIVE BARGAINING 224
COLLECTIVE NEGOTIATION 62
COLLECTIVE SETTLEMENTS 191
COLLECTIVISM 480 703
COLLEGE ADMINISTRATION 255 389 713
COLLEGE COOPERATION 158
COLLEGE CREDITS 172 270
COLLEGE CURRICULUM 294 463 557
COLLEGE FACULTY 114
COLLEGE GRADUATES 676
COLLEGE INSTRUCTION 387 557
COLLEGE OF NEW ROCHELLE 339
COLLEGE PLANNING 398 557
COLLEGE PROGRAMMES 387 418 533 557 713
COLLEGE ROLE 17 24 56 72 74 81 202 217 247 338 394 413 418 450 467 503 513 538 639 672 673
COLLEGE STUDENTS 38 250 300 463
COLLEGE TEACHERS 463 557
COLLEGES 120 154 168 174 339 353 364 365 467 469 488 514 535 639 651 655 689
COLUMBIA 380 586
COLONIAL HISTORY UNITED STATES 292
COLONIALISM 66 471 538 564
COMMISSION ON ACCREDITATION OF SERVICE EXPERIENCE 172
COMMISSION ON EDUCATION FOR HEALTH ADMINISTRATION 93
COMMISSION ON NON TRADITIONAL STUDY 76
COMMISSION REPORT 407
COMMON CORE 371
COMMON CORE OF DATA PROGRAM 32
COMMUNICATION 521
COMMUNICATION SATELLITES 77 446 563
COMMUNICATION SKILLS 118 226 528 622
COMMUNICATION THOUGHT TRANSFER 128 169 428
COMMUNICATIONS 519 667
COMMUNISM 188
COMMUNITY 82 355 381 411 450 464 488 490 503 505 616 628
COMMUNITY ACTION 64
COMMUNITY AGENCIES (PUBLIC) 74 121 124 503
COMMUNITY BASED EDUCATION 19
COMMUNITY CHANGE 82
COMMUNITY CHARACTERISTICS 82 682
COMMUNITY COLLEGES 19 24 36 72 74 75 119 154 163 170 176 215 217 252 338
COMMUNITY CONTROL 164 454 711
COMMUNITY COOPERATION 114 158

COMMUNITY DEVELOPMENT 48 61 65 74 82 177 237
451 461 463 486 490 511 632
644 704 709

COMMUNITY EDUCATION 14 101 158 215 241 251 302
356 361 414 424 503 507 571
572 629 661 678 692

COMMUNITY INFLUENCE 80 693
COMMUNITY INVOLVEMENT 106 114 164 212 214 302 546
COMMUNITY LEVEL 452
COMMUNITY ORGANIZATIONS 4 335 390 481 648
COMMUNITY PLANNING 152 590
COMMUNITY PROBLEMS 704
COMMUNITY PROGRAMMES 170 626 644
COMMUNITY RECREATION PROGRAMS 329
COMMUNITY RENEWAL COLLEGES 74
COMMUNITY RESOURCES 82 302 382 490 502 590 591
COMMUNITY RESPONSIBILITY 74
COMMUNITY ROLE 395 482 502 504 616
COMMUNITY SCHOOLS 40 427 502 503 590 626
COMMUNITY SERVICE PROGRAMS 24 39 215 252
COMMUNITY SERVICES 30 38 213 601
COMMUNITY STUDY 82
COMMUNITY WELFARE 559
COMPARATIVE ANALYSIS 91 147 196 212 218 563 658
COMPARATIVE EDUCATION 26 44 45 46 57 60 66
78 123 126 132 143 144 150
159 160 186 197 228 230 245
272 283 287 291 298 341

COMPENSATORY EDUCATION 79 667
COMPENSATORY EDUCATION PROGRAMMES 599 612 693
COMPETENCY BASED EDUCATION 27
COMPETITIVE SELECTION 398
COMPREHENSIVE EMPLOYMENT AND TRAINING ACT 131
COMPREHENSIVE SECONDARY SCHOOLS 492 511 599
COMPULSORY EDUCATION 466 511 584 593 597 660 702
COMPUTER ASSISTED INSTRUCTION 111 158 537 587
COMPUTER ORIENTED PROGRAMS 146
COMPUTER SCIENCE 146
COMPUTER SCIENCE EDUCATION 146
CONCEPT FORMATION 55 275 314
CONCEPT TEACHING 135
CONCEPTUAL SCHEMES 15 180 232 368 420 423 448
456 558 570 620 636 650 665
687

CONFERENCE REPORT/REPORTS 4 7 21 24 43 44 45
47 65 72 78 129 131 146
170 171 192 194 195 205 211
218 235 256 259 368 398 500
515 565 586 681 683 688 693

CONFERENCES 17 36 53 109 129 256 275
293

CONFLICT RESOLUTION 169 444
CONSORTIA 247
CONSTRUCTION COSTS 353
CONSULTANTS 21 205 522
CONSUMER EDUCATION 133 355
CONTENT ANALYSIS 422 423
CONTINUATION EDUCATION 49 60 126 232 385 387 415
462 468 487 489 576 637 700

CONTINUING EDUCATION CENTRES 38 39 51 158 189 237 249
317 353 376 485 558 618 637
644 645 648 663 689 694 710
712

CONTINUING EDUCATION UNITS 172 320
CONTINUING LIBRARY EDUCATION NETWORK AND EXCHANGE ASSEMBLY 98
CONTINUOUS LEARNING 1 2 3 4 5 6 7
8 9 12 14 15 16 21
24 25 27 30 31 33 34
35 37 38 39 41 45 48
51 53 54 56 58 60 64
65 67 68 69 70 72 73
75 76 78 80 81 82 83
85 87 88 89 90 93 94
95 96 97 98 99 100 101
102 103 104 105 106 108 110
111 113 120 122 124 125 126
127 129 130 131 133 135 136
137 139 140 141 142 143 145
150 151 153 154 155 156 158
159 161 162 163 166 167 168
171 172 173 176 177 179 181
183 185 188 191 194 195 199
200 201 202 206 208 211 212
213 215 216 217 221 222 225
229 230 231 232 233 234 236
237 238 239 240 242 245 247
249 250 251 252 253 254 255
257 259 260 261 263 264 265
266 269 270 272 273 274 275
277 279 281 282 283 284 289
290 292 293 294 295 296 299
300 301 303 304 305 306 308
313 314 315 318 319 322 323
324 326 328 329 330 332 333
338 339 340 341 342 343 344
345 403

CONTINUOUS PROGRESS PLAN 150
CONTRACTS 21 578 617 623
CONVENTIONAL INSTRUCTION 67 201 515
COOPERATIVE ASSESSMENT OF EXPERIMENTAL LEARNING 172
COOPERATIVE EDUCATION 44 210
COOPERATIVE PLANNING 46 101 112 152 235 403
COOPERATIVE PROGRAMS 210
COORDINATION 598
COPYRIGHTS 29 205
CORE CURRICULUM 202
CORRECTIONAL EDUCATION 12 24 72
CORRESPONDENCE COURSES 494 538 587 621 656 669 713
CORRESPONDENCE SCHOOLS 209
CORRESPONDENCE STUDY 51 61

COST EFFECTIVENESS 175 212 334 399 539 563 601 643
COSTA RICA 5
COSTS 158 212 364 377 380 399 441 464 505 542 559 618 627 628 652 691 700
COUNCIL FOR CULTURAL COOPERATION 340
COUNCIL OF EUROPE 43 45 401 412 550 683
COUNSELING PROGRAMS 102
COUNSELING SERVICES 163
COUNSELLING 350 458 478 542
COUNSELLING CENTRES 540
COUNSELLING OBJECTIVES 350 501
COUNSELLOR FUNCTIONS 501
COUNSELLOR TRAINING 501
COUNSELLORS 67 478
COURSE EVALUATION 387
COURSE OBJECTIVES 439 658
COURSE ORGANIZATION 387 563
COURSES 163 412 467 477
CREATIVE ACTIVITIES 205
CREATIVE DEVELOPMENT 54 111 553
CREATIVE THINKING 223 444 675
CREATIVITY 347 594
CREDENTIALS 37 58 202 605
CREDIT COURSES 391 401 494 705
CREDIT SYSTEM 378 435 491 705
CREDITS 58 163 174 270
CRITERIA 246 412 452 658
CRITERION REFERENCED TESTS 437
CRITICAL THINKING 528
CROSS AGE TEACHING 459
CROSS CULTURAL STUDIES 147 235 715
CUBA 188 388 546
CULTURAL ACTIVITIES 46 392 550 551 553 565 649 670 704
CULTURAL AWARENESS 223
CULTURAL BACKGROUND 586
CULTURAL CENTRES 317 489
CULTURAL CONTEXT 17
CULTURAL EDUCATION 266 335
CULTURAL ENRICHMENT 335
CULTURAL ENVIRONMENT 666
CULTURAL EXCHANGE 379
CULTURAL FACTORS 41 92 177 388 390 473 481 492
CULTURAL ISOLATION 628
CULTURAL PLURALISM 309
CULTURAL POLICIES 349 358 660
CULTURAL TRAITS 550
CULTURALLY DISADVANTAGED 489
CULTURE 184 473 554
CURIOSITY 675
CURRICULUM 41 42 56 57 114 122 148 149 361 511 522 527 528 589 660







CURRICULUM CONTENT 628
CURRICULUM DESIGN 11 27 261
CURRICULUM DEVELOPMENT 11 119 122 159 214 226 255 294 346 349 350 353 408 409 410 424 463 497 498 562 563 566 571 615 650 652 672 678 686 689
CURRICULUM EVALUATION 69 186 658
CURRICULUM GUIDES 118 133 712
CURRICULUM PLANNING 53 350 417 459 562 658
CURRICULUM PROBLEMS 656
CURRICULUM RESEARCH 69 132
CZECHOSLAVAKIA 536 673
DATA ANALYSIS 32
DATA COLLECTION 32 135
DATA PROCESSING 21 146 475 537
DAY STUDENTS 468
DEATH 96 393
DECENTRALIZATION 10 152 164 369 380 390 481
DECISION MAKING 132 222 268 296 506 524 526 545 660 677
DECLINING ENROLLMENT 22
DEFINITIONS 72 242 249
DEGREE REQUIREMENTS 172
DEGREE TITLES 102 172 272
DELIVERY SYSTEMS 74
DEMAND OCCUPATIONS 37
DEMOCRACY 67 296
DEMOCRATIC VALUES 36 67
DEMOCRATIZATION OF EDUCATION 348 366 376 414 415 417 424 461 469 511 524 528 536 540 545 552 580 594 641 647 658 659 660 666 679
DEMOGRAPHY 17 91 124
DEMONSTRATION PROJECTS 542
DENMARK 162 371 465 493 604 622
DENTISTRY 438
DEPARTMENT OF EDUCATION 310
DEPARTMENTS 200
DEPRESSED AREAS (ECONOMIC) 486
DEVELOPED COUNTRIES 426 433 461 470 495 519 520 558 560 567 598 599 602 632 634 665
DEVELOPED NATIONS 67 337
DEVELOPING COUNTRIES 335 380 388 399 426 452 454 463 471 474 483 490 498 511 520 530 531 558 560 564 586 591 612 615 619 628 632 665 671 691 701
DEVELOPING NATIONS 1 2 61 66 83 84 85 89 123 142 150 156 159 175 178 179 181 188 191 194 195 196 197 198 199 212 231 248 273 284 297 321
DEVELOPMENT 532 564
DEVELOPMENTAL PSYCHOLOGY 510 702
DIAGRAMS 305 590
DIAL ACCESS INFORMATION SYSTEMS 158

DIFFUSION 685
DIPLOMAS 450
DIRECTORIES 33 130 155 160 166 171
DISADVANTAGED GROUPS 67 210 299 387 404 494 504 518 526 581 588 597 611 693 700
DISADVANTAGED YOUTH 52 79 210
DISCOVERY LEARNING 5 128 407 505 566 594 635
DISCOVERY PROCESSES 233
DISTANCE EDUCATION 621
DISTRIBUTIVE EDUCATION 210
DOCTORAL DEGREES 203
DOCTORAL THESES 128 160 216
DOCUMENTARIES 23
DOCUMENTATION 207
DOMINICAN REPUBLIC 212 700
DROPOUT RATE 575
DROPOUTS 404 489 531
DROPPING OUT 646
EARLY CHILDHOOD 410 508 544
EARLY CHILDHOOD EDUCATION 64 78 80 122 123 226 235 690
EAST AFRICA 359
EASTERN EUROPE 641
ECOLOGICAL FACTORS 180
ECOLOGY 428
ECONOMIC CHANGE 67 156
ECONOMIC CLIMATE 17 697
ECONOMIC DEVELOPMENT 2 150 159 162 196 248 355 363 390 398 427 480 483 495 507 526 546 554 590 606 611 619 629
ECONOMIC EDUCATION 223
ECONOMIC FACTORS 65 92 202 205 263 276 334 336 388 418 467 470 473 481 507 510 539 556 580 595 599 602 612 701
ECONOMIC POLICIES 596 689
ECONOMIC PROGRESS 370 436 513
ECONOMICALLY DISADVANTAGED 175
ECONOMICS 211 351 374 423 697
ECUADOR 452 586
EDUCATION 23 42 75 111 213 220 232 233 257 265 278 309 324 332 493 547
EDUCATION AMENDMENTS 1976 38
EDUCATION AND WORK 202
EDUCATION COURSES 582
EDUCATION FORUM 310
EDUCATION MODELS 334
EDUCATION PERMANENTE 340
EDUCATION VOUCHERS 164 234 539
EDUCATIONAL ACCOUNTABILITY 75 223
EDUCATIONAL ACTIVITIES 509
EDUCATIONAL ADMINISTRATION 45 57 72 113 123 127 244 669
EDUCATIONAL ADMINISTRATORS 479 496 535 626







EDUCATIONAL AIMS 371 378 407 444 458 479 489 506 524 549 551 597 604 650 666
EDUCATIONAL ALTERNATIVES 16 53 55 60 79 105 214 218 221 222 239 245 262 281 328 334 403
EDUCATIONAL ASSESSMENT 37 80 122 175 207
EDUCATIONAL ATTITUDES 69 111 163 343
EDUCATIONAL BACKGROUND 207 373 417 514 577 605 635 646 679 700
EDUCATIONAL BENEFITS 307 379 539 640
EDUCATIONAL BROKERING 21
EDUCATIONAL CERTIFICATES 320 681
EDUCATIONAL CHANGE 1 2 10 12 26 42 43 45 46 49 52 53 55 57 60 65 67 70 75 78 82 83 87 89 90 91 95 110 111 116 120 127 131 132 139 143 144 164 167 168 176 179 181 184 185 188 189 194 195 201 208 214 218 226 227 242 251 254 266 275 278 281 287 302 309 313 327 347
EDUCATIONAL COORDINATION 39 44 82 101 191 193 274 313 405 409 567 590
EDUCATIONAL COUNSELLING 116 611
EDUCATIONAL DEMAND 49 97 133 166 230 278 398 448 473 489 499 511 548 595
EDUCATIONAL DEVELOPMENT 10 44 49 57 66 67 81 84 88 110 122 123 126 143 144 150 151 152 159 167 182 187 191 193 197 199 201 220 222 225 226 231 236 263 275 284 285 287 288 297 298 306 321 333 378 398 403 407 461 480 489 498 507 597 612 632 649 665 673 701 708 715
EDUCATIONAL DEVELOPMENT TRENDS 348 447 490 660
EDUCATIONAL DISADVANTAGEMENT 325 336 368
EDUCATIONAL DISCRIMINATION 477
EDUCATIONAL ECONOMICS 17 22 88 133 145 334 363 526 665
EDUCATIONAL ENVIRONMENT 236 257 391 513 529
EDUCATIONAL EQUALITY 32 299
EDUCATIONAL EQUIPMENT 475
EDUCATIONAL EXPERIENCE 360 561
EDUCATIONAL EXPERIMENTS 364 366 371 395 401 449 462 512
EDUCATIONAL FACILITIES 4 479 530 557 600 649 691 713
EDUCATIONAL FINANCE 7 14 34 57 62 64 71 97 108 109 121 123 129 130 134 139 140 147 164 166 177 187 215 217 218 236 240 313 363 364 385 394 416 418 467 480 491 493 503 541 542 557 558 588 603 625 637 647
EDUCATIONAL GAMES 454

EDUCATIONAL GERONTOLOGY 271
EDUCATIONAL GOALS 355 368 398 419 423 425 448
471 480 485 511 528 532 543
545 564 572 589 686 692 693
EDUCATIONAL GUIDANCE 651 689
EDUCATIONAL HISTORY 57 66 72 75 110 123 132
187 276 298 306 318 550 565
641 710
EDUCATIONAL IMPROVEMENT 42 192 245 644
EDUCATIONAL INNOVATION/INNOVATIONS 6 9 10 11 49 67 76
85 102 106 111 116 142 143
145 164 212 252 254 262 287
289 301 309 312 328 336 348
365 378 381 389 403 424 426
441 442 446 447 449 471 477
512 519 524 530 546 560 563
612 626 628 630 676 685
EDUCATIONAL INSTITUTIONS 348 394 405 507 509 567 595
607 654
EDUCATIONAL INTEREST 216 492 508 520 525
EDUCATIONAL LEAVE 112 377 378 412 458 461 469
526 542 543 553 568 574 575
576 577 578 579 580 596 600
603 604 617 623 625 631 637
644 647 668
EDUCATIONAL LEGISLATION 25 38 101 102 109 112 130
187 313 318 360 366 374 415
434 457 468 485 489 491 515
540 576 577 598 604 623 631
664 668
EDUCATIONAL MEDIA 454 558 586 587 663
EDUCATIONAL METHODS 87 173 435 449 530 583 594
628 632 649 656 670 672 676
700
EDUCATIONAL NEEDS 1 4 6 8 37 48 49
53 58 61 66 80 83 85
93 94 95 97 105 112 119
121 130 131 138 146 151 152
157 159 163 165 167 189 192
194 195 214 229 238 245 247
253 262 263 264 274 284 285
286 296 301 307 318 323 324
328 330 341 342 343 345 361
364 401 403 404 414 417 418
430 432 438 441 442 458 462
481 483 501 508 523 534 553
559 563 592 602 606 611 612
640 660
EDUCATIONAL OBJECTIVES 12 19 20 26 49 54 66
71 73 77 83 87 96 102
103 106 110 119 123 126 129
132 140 144 161 173 181 189
197 201 202 210 221 223 233
243 249 255 260 265 278 286
298 304 318 321 322 325 327
333 341 343 347 350 380 391
403 425 433 456 527 546 568
572 583 616 650 652 676 682
691 706
EDUCATIONAL OPPORTUNITIES 73 78 79 82 112 121 126
132 200 218 231 241 269 384
431 436 441 464 486 501 508
602 611 648 649 664 666 668
681 704 712
EDUCATIONAL ORGANIZATION 378 410 420 425 445 457 458
469 481 493 498 511 513 516
521 530 536 547 551 584 598
603 607 625 627 637 649 655
656 660 669 670 672 711
EDUCATIONAL PERSONNEL 512
EDUCATIONAL PHILOSOPHY 1 2 10 35 37 54 55
57 75 90 95 96 121 132
142 184 185 217 232 242 243
249 264 301 308 314 391 485
490 518 539 549 551 589 626
667
EDUCATIONAL PLANNING 2 14 17 19 20 26 32
34 45 68 73 79 83 89
90 110 125 138 139 140 144
151 164 187 191 192 193 201
222 228 236 243 244 253 256
268 275 279 301 304 320 334
335 341 345 348 357 380 403
430 437 443 461 467 506 516
526 531 543 598 602 612 615
619 629 661 691 701
EDUCATIONAL POLICIES/POLICY 14 15 19 26 32 34 44
47 57 62 66 73 92 94
97 105 126 129 130 131 132
144 145 150 151 152 161 164
185 193 208 227 253 254 259
272 275 284 285 286 304 307
336 341 343 349 360 367 378
379 398 403 405 416 434 442
447 480 489 490 495 500 507
523 526 565 576 578 602 603
604 625 629 633 647 649 679
711
EDUCATIONAL POLICY TRENDS 442 518
EDUCATIONAL PRACTICE 57 66 123 275 472 498 524
529 677
EDUCATIONAL PRINCIPLES 44 173 189 241 293 536
EDUCATIONAL PROBLEMS 109 110 119 138 142 143 144
185 227 231 278 447 449 512
530 565 598
EDUCATIONAL PROFILES 207
EDUCATIONAL PROGRAMMES 37 42 44 84 92 123 125
150 165 201 240 265 268 271
286 287 297 342 364 381 399
416 419 490 586 620 630 665
694 715
EDUCATIONAL PROVISION 385 413 433 481 505 538 542
707
EDUCATIONAL PSYCHOLOGY 235 374 435

EDUCATIONAL QUALITY 22 37 93 105 164 359 415 467 495 616 636 706
EDUCATIONAL RADIO 51 178 212 380 432 454 538 700
EDUCATIONAL REFORM 348 359 366 398 407 416 442 461 505 511 512 518 520 555 556 575 577 619 636 637 649 678 688 701 709 712
EDUCATIONAL RESEARCH 32 41 49 53 69 72 79 85 121 124 125 148 149 163 187 201 210 288 305 378 464 471 512 592 672 685 711
EDUCATIONAL RESOURCES 4 11 82 99 121 162 179 199 343 477 483 503 600 611 647 660 704
EDUCATIONAL RESOURCES INFORMATION CENTER 136
EDUCATIONAL RESPONSIBILITY 8 78 115 310 311
EDUCATIONAL SEMINARS 686 687
EDUCATIONAL SOCIOLOGY 121 550 632
EDUCATIONAL SPACES 459 479 546
EDUCATIONAL STATUS COMPARISON 145
EDUCATIONAL STRATEGIES 44 54 56 80 110 143 181 210 227 232 238 241 276 278 286 297 298 302 321 333 334 336 369 430 447 599 615 682 693
EDUCATIONAL SUPPLY 21 97 102 129 166 334
EDUCATIONAL SYSTEM 360 679
EDUCATIONAL TECHNOLOGY 41 53 76 85 111 178 179 204 273 437 446 447 454 484 512 513 563 587 593 652 712
EDUCATIONAL TELEVISION 12 25 51 77 85 103 106 123 158 170 454 611 644 656 663
EDUCATIONAL THEORIES 45 111 141 185 278 312 314 328 387 422 428 432 435 447 472 504 507 521 548 584 633 667
EDUCATIONAL TRENDS 7 40 46 60 66 67 108 115 126 132 143 144 145 151 176 177 209 227 228 245 247 270 278 301 320 327 332 341
EDUCATIONAL WASTAGE 526 628
EDUCATIONALLY DISADVANTAGED 8 52 553 558 568 574 576 588 598 636 644 647 659 663
EFFECTIVE TEACHING 295
EGYPT 673
ELDERLY PEOPLE 393 470 504 561 569 581 607
ELECTIVE COURSES 524
ELECTROMECHANICAL TECHNOLOGY 484
ELECTRONIC CLASSROOMS 111
ELECTRONICS 522 583
ELEMENTARY EDUCATION 9 95 122 145 177 321
ELEMENTARY SECONDARY EDUCATION 46 57 66 69 75 78 107 123 126 144 187 197 214
ELEMENTARY SECONDARY EDUCATION ACT TITLE III 68
ELEMENTARY SECONDARY EDUCATION ACT TITLE V 64 223
EMOTIONAL DEVELOPMENT 544
EMOTIONAL EXPERIENCE 295 305
EMPATHY 111
EMPLOYEE ATTITUDES 269
EMPLOYEES 269 363 369 417 484 522 575 579 603 617 625 668
EMPLOYER-EMPLOYEE-RELATIONSHIP 147 269 315
EMPLOYERS 360 574 596 603 617 625 642 668 694 697
EMPLOYMENT 102 159 199 202 375 398 468 554 583 603 605 615 625 688 711
EMPLOYMENT EXPERIENCE 385 415 439 600 642 647
EMPLOYMENT LEVEL 322
EMPLOYMENT OPPORTUNITIES 5 144 214
EMPLOYMENT POTENTIAL 7
EMPLOYMENT QUALIFICATIONS 322 477 646
EMPLOYMENT RELATIONSHIP 324
EMPLOYMENT SERVICES 117
EMPLOYMENT TRENDS 214
ENERGY 211
ENGINEERING 294 383 438 522 537 582 583
ENGINEERING EDUCATION 354 583 652
ENGINEERS 51 354 383 707
ENRICHMENT EXPERIENCE 111
ENRICHMENT PROGRAMMES 404
ENROLMENT 124 145 487 494 636 669 700
ENROLMENT PROJECTIONS 19
ENROLMENT RATE 140 236
ENROLLMENT TRENDS 39 63 140 176 215 394 520
ENTITLEMENT 539
ENVIRONMENT 111 420
ENVIRONMENTAL EDUCATION 148 149 266 361 387 391
ENVIRONMENTAL INFLUENCES 5 173 510
EQUAL EDUCATION 17 22 52 75 105 122 132 218 304 313 365 367 368 369 417 419 427 440 458 488 489 512 539 543 588 593 595 599 602 618 619 628 641 645 646 647 649 655 694 702
EQUAL OPPORTUNITIES JOBS 218
EQUALIZATION AID 7
EQUIVALENCY TESTS 172 186
ESALEN INSTITUTE 111
ESSAYS 75
ETHICS 205
ETHIOPIA 61 388 586
ETHNICITY 107
EUROPE 42 46 49 79 90 145 157 171 209 230 241 242 398 458 574 604 655 692
EUROPEAN COMMUNITIES/COMMUNITY 272
EUROPEAN ECONOMIC COMMUNITY 659
EVALUATION 199 380 395 411 424 432 676

EVALUATION CRITERIA 186
EVALUATION METHODS 76 207 437 511 583 589 658
EVALUATION NEEDS 122
EVENING CLASSES 9
EVENING COLLEGES 494
EVENING COURSES 392 487
EVENING SCHOOLS 515 637
EXAMINATIONS 492 536
EXCHANGE PROGRAMMES 28 29 42
EXPENDITURE PER STUDENT 371
EXPENDITURES 160
EXPERIENCE 58 172 232
EXPERIMENTAL CURRICULUM 76 622
EXPERIMENTAL PROGRAMS 403
EXPERIMENTAL SCHOOLS 524 685
EXTENSION AGENTS 586
EXTENSION EDUCATION 40 172 344 381
EXTERNAL DEGREE PROGRAMS 76 98 172 201 224 230 345
FACILITIES DESIGN 353 590
FACILITIES MANAGEMENT 546
FACILITIES/FACILITY PLANNING 19 68 670
FACILITY UTILIZATION 68
FACILITY UTILIZATION RESEARCH 68
FACTOR ANALYSIS 305
FACULTY 13 39
FACULTY EVALUATION 21
FACULTY RECRUITMENT 21
FACULTY WORKLOAD 205
FAILURE 492
FAMILY EDUCATION 405 424 474 503 543
FAMILY ENVIRONMENT 11 80 107
FAMILY INFLUENCE 690
FAMILY LIFE 11 99
FAMILY LIFE EDUCATION 523 615 645 704
FAMILY PLANNING 159
FAMILY PROGRAMS 11 252
FAMILY ROLE 11 474 503 606
FAMILY SCHOOL RELATIONSHIP 449 474 503
FAMILY (SOCIOLOGICAL UNIT) 252 503
FAMILY STRUCTURE 375 503
FARM MANAGEMENT 211
FEAR 392 510
FEASIBILITY STUDIES 28
FEDERAL AID 7 32 38 101 239 280
FEDERAL COMMUNICATIONS COMMISSION 158
FEDERAL GOVERNMENT 7 97 130 211 229 239 310
FEDERAL LEGISLATION 12 38 101 102 112 130 131
211 303 323 324 337
FEDERAL PROGRAMS 33 94 97 131 323 324 337
FEDERAL STATE RELATIONSHIP 32 71
FEDERATIVE STRUCTURE 394 576
FEEDBACK 380
FEMALE/FEMALES 198 199 203 331 606
FIELD STUDIES 687
FILM LIBRARIES 23 29
FILMS 23 445 454
FINANCE REFORM 218
FINANCIAL NEEDS 63 239 280 494 598
FINANCIAL POLICY 89 160 218 280 415 448 493
541 542 604 671
FINANCIAL PROBLEMS 7 28 109 218 310 340
FINANCIAL SUPPORT 4 36 38 61 88 100 102
103 104 112 114 122 129 134
160 198 204 218 384 412 450
464 501 515 518 526 539 552
580 589 591 596 597 617 623
629 633 648 655 669 680 691
FINLAND 465
FLEXIBLE TIMETABLING 364 459 475 627
FOLLOWUP STUDIES 168 175 531
FOOD 393
FOOD SERVICES 71
FOREIGN COUNTRIES 4 10 26 50 57 69 86
112 121 126 129 132 147 152
157 168 171 206 218 225 230
237 238 242 249 253 254 280
289 301 306 313 317 318 321
328 329 337 340 343 344 346
403
FOREIGN LANGUAGE FILMS 23
FOREIGN RELATIONS 44 264
FOREIGN STUDENTS 40
FOREIGN WORKERS 576
FORMATIVE EVALUATION 46 534
FOUNDATIONS OF EDUCATION 26
FRANCE 5 25 51 79 230 280 354
358 360 365 373 374 377 386
412 439 441 449 457 469 477
478 481 495 506 518 547 550
551 557 563 574 575 580 582
592 604 617 631 668 673 678
693 695
FREIRE, PAULO 142
FRENCH 107
FRENCH CANADIANS 107
FRENCH SPEAKING AFRICA 678
FULL TIME TRAINING 652
FUNCTIONAL ILLITERACY 6 80 325
FUNCTIONAL LITERACY 451 483 538 559 572 615 632
FUNDAMENTAL CONCEPTS 422 423 426 586
FURTHER TRAINING 354 374 377 404 413 437 439
450 537 552 576 577 579 583
617 665
FUTURE 348 385 431 457 458 494 512
523 528 532 602 603 616 625
641 715
FUTURES OF SOCIETY 46 53 75 81 91 100 101
103 104 134 139 143 144 167
202 211 214 227 245 253 254
263 269 289 291 300 302 345
GALAXY CONFERENCE ON ADULT EDUCATION 36
GAME THEORY 169

GENERAL EDUCATION 12 17 40 119 124 202 250
264 277 283 296 374 413 420
456 491 492 537 575 576 596
608 612 618 622 627 631 651
688 707 711

GEOGRAPHY 203
GEOGRAPHY INSTRUCTION 203
GERIATRICS 342
GERMANY DR 360 656 673
GERMANY FR 79 189 230 280 329 376 386
411 412 484 491 492 506 563
574 576 580 596 604 637 645
673

GHANA 557
GIFTED STUDENTS 492
GI BILL 539
GLOBAL APPROACH 46 145 264 300
GLOSSARIES 160
GOVERNING BOARDS 713
GOVERNMENT 394 680
GOVERNMENT PROGRAMMES 404 541 556 595
GOVERNMENT ROLE 3 10 14 17 25 26 57
61 66 97 109 121 123 126
129 130 131 159 167 209 229
239 258 298 307 310 431

GOVERNMENT SCHOOL RELATIONSHIP 310
GRADE 6 212
GRADE 8 212
GRADE 12 133
GRADING 524
GRADUATE STUDY 37 140 300 394 611
GRADUATE SURVEYS 72 175
GRADUATES 642
GRAMSEVAKS 175
GRANTS 34 370 394 491 540 541 542
552 576 577

GREECE 412 485
GROUP ACTIVITIES 371 685
GROUP DISCUSSION 350 406 635
GROUP DYNAMICS 391 478
GROUP INSTRUCTIONS 5 509 587 648
GROUP TRAINING 509
GROUP UNITY 631
GROUPING PROCEDURES 459
GROUPS 406
GUATEMALA 586
GUIDANCE 478 554 597 688
GUIDANCE PERSONNEL 495
GUIDANCE PROGRAMMES 640
GUIDELINES 235 280
GUIDES 160 195
HAITI 379
HANDICAPPED CHILDREN 62
HANDICAPPED STUDENTS 22 515
HAWAII 330
HEALTH 211 601

HEALTH CARE 444
HEALTH EDUCATION 93 124 355 704
HEALTH FACILITIES 37
HEALTH OCCUPATIONS EDUCATION 37 72 141
HEALTH PERSONNEL 140 204 290 601
HEALTH PROGRAMMES 223 601
HEALTH SERVICES 586 601
HETEROGENEOUS GROUPING 459
HIGH SCHOOL STUDENTS 91 217 300
HIGHER EDUCATION 7 13 14 17 20 21 22
30 32 33 34 38 39 43
46 47 52 57 58 60 65
66 71 75 76 78 79 89
93 95 102 109 123 140 144
145 148 149 157 158 160 163
166 168 172 174 176 187 197
200 202 203 205 217 218 221
222 224 228 230 233 245 250
255 256 257 262 279 281 310
312 327 331 334 339 342 364
368 369 371 378 394 398 413
462 463 494 500 519 531 535
539 541 543 557 563 595 599
603 611 618 625 627 639 651
655 664 666 669 672 673

HIGHER EDUCATION ACT 1965 TITLE I 102 131 166
HISTORY 23 75 423 482 532
HOME INSTRUCTION 11
HOME PROGRAMS 11
HOME STUDY 5 11
HOMEWORK 525
HOSPITAL PERSONNEL 290
HOSPITALS 290 361
HOUSEWIVES 331 416 606
HOUSING 211
HUMAN DEVELOPMENT 111 119 128 189 319
HUMAN LIVING 302
HUMAN RELATIONS 223
HUMAN RESOURCES 99 234 399 505 534 606
HUMAN RESOURCES DEVELOPMENT 632
HUMANISM 96 429 553 667 708
HUMANISTIC EDUCATION 17 274 295
HUMANISTIC PSYCHOLOGY 96
HUMANITIES 36
HUMANIZATION 53 266
HUNGARY 351 386 411
ICELAND 515
ILLICH, IVAN 142
ILLITERACY 66 159 178 348 357 466 474
530 564 578 654 680 710

ILLITERATE ADULTS 404 466 538 681
ILLUSTRATIONS 305
IMMIGRANTS 190 577 710
INCENTIVE SYSTEMS 383 461
INCOME 216 668
INDEPENDENT STUDY 51 174 292 306 409 458 505
507 509 514 562 587 652 675
677 690 707

INDEXES LOCATERS 84 190
INDIA 1 83 175 197 312 348 357
381 388 411 414 586 620 653
654 673 685
INDIAN ADULT EDUCATION ASSOCIATION 83
INDIANS 181
INDIVIDUAL CHARACTERISTICS 702
INDIVIDUAL COUNSELLING 5
INDIVIDUAL DEVELOPMENT 54 99 124 181 202 242 261
269 315 319 342 391 410 415
419 420 425 428 441 518 523
524 525 535 538 551 566 584
596 597 632 646 649 692 693
697 702
INDIVIDUAL DIFFERENCES 443 660
INDIVIDUAL NEEDS 152 475 486 567 594 639 660
INDIVIDUAL STUDY 174 587 594
INDIVIDUALIZED CURRICULUM 459 627
INDIVIDUALIZED INSTRUCTION 64 111 136 184 304 459 651
690
INDIVIDUALIZED PROGRAMS 74
INDONESIA 704
INDUSTRIAL EDUCATION 67
INDUSTRIAL PERSONNEL 59 67 622
INDUSTRIAL RELATIONS 67 147 315
INDUSTRIAL TRAINING 51 67 89 112 202 315
INDUSTRIALIZATION 1 67 91 191 622 696 707
INDUSTRY 25 120 125 365 374 417 519
576 579 604 608 622
INDUSTRY ROLE 413
INFLATION 7
INFORMAL EDUCATION 382 405 414 420 427 488 570
606 661 707
INFORMATION CENTRES 29 98 258 310 541 567
INFORMATION DISSEMINATION 87 103 104 294
INFORMATION NEEDS 18
INFORMATION PROCESSING 18
INFORMATION SCIENCE 475 522 537
INFORMATION SCIENTISTS 316
INFORMATION SEEKING 319 350 514
INFORMATION SERVICES 125 540 647 664
INFORMATION SOURCES 160
INFORMATION SPECIALISTS 316
INFORMATION SYSTEMS 18 28 522
INNOVATION 92 111 201
INPLANT PROGRAMMES 269 481 484 515 522 537 582
583 652 681
INSECURITY 468
INSERVICE COURSES 413
INSERVICE EDUCATION 60 147 148 165 290 316 354
383 494 522 537 583 642 652
707
INSERVICE PROGRAMS 124
INSERVICE TEACHER EDUCATION 122 346 381 389 475 535 560
630 651 685
INSTITUTE OF FUTURES RESEARCH AND EDUCATION 300
INSTITUTES TRAINING PROGRAMS 300
INSTITUTIONAL RENEWAL 74
INSTITUTIONAL ROLE 14 109 274 281 326 346
INSTITUTIONAL SELF MANAGEMENT 376 461 496 524 711
INSTITUTIONS 63 516 576
INSTRUCTION 75 148 149
INSTRUCTIONAL DESIGN 347
INSTRUCTIONAL FILMS 23
INSTRUCTIONAL INNOVATION 111
INSTRUCTIONAL MATERIALS 28 29 61 128 388 457 480
528 658 705
INSTRUCTIONAL MEDIA 28 29 178 387 563 713
INSTRUCTIONAL PROGRAMMES 424 437 583
INSTRUCTIONAL STAFF 411 676
INSTRUCTIONAL SYSTEMS 212 321
INSTRUCTIONAL TECHNOLOGY 53 136
INSTRUCTIONAL TELEVISION 446 681
INSURANCE PROGRAMMES 617
INTEGRATED ACTIVITIES 424
INTEGRATED CURRICULUM 191 497 616 658
INTEGRATED RURAL DEVELOPMENT 710
INTELLECTUAL DEVELOPMENT 271 409
INTELLECTUAL PROPERTY RIGHTS 205
INTELLIGENCE 512
INTERACTION 40 136 169
INTERACTION PROCESS 414 508
INTERAGENCY COOPERATION 44 229 290
INTERAGENCY COORDINATION 16 346
INTERCOMMUNICATION 169
INTERCULTURAL PROGRAMS 42
INTERDISCIPLINARY APPROACH 133 135 194 195 199 261 300
349 422 423 428 470 472 521
532 667
INTERESTS 666
INTERGROUP RELATIONS 59
INTERINSTITUTIONAL COOPERATION 14 290 467 501 556 581 597
INTERNATIONAL AGENCIES 399
INTERNATIONAL ASSOCIATION OF UNIVERSITIES 557
INTERNATIONAL CONFERENCE ON EDUCATION 688 711
INTERNATIONAL COOPERATION 272 447 512 601 669 688
INTERNATIONAL EDUCATION 44 45 46 47 67 84 145
148 149 186 248 256 312
INTERNATIONAL EDUCATIONAL CONSULTANTS 687
INTERNATIONAL EDUCATIONAL EXCHANGE 17
INTERNATIONAL INSTITUTE FOR ADULT LITERACY METHODS 85
INTERNATIONAL INSTRUMENTS 688
INTERNATIONAL LABOUR ORGANIZATION 574 578 604 623
INTERNATIONAL ORGANIZATIONS 17 43 44 46 112 147 192
193 196 198 219 289 574
INTERNATIONAL PROGRAMMES 28 29 44 186 272 335
INTERPERSONAL COMPETENCE 118

INTERPERSONAL RELATIONSHIP 410 444 478 510 521 534 562
INTERVIEWS 333
INVESTIGATIONS 1[illegible]
INVESTMENT 697
IRAN 563 676
IRAQ 466
IRELAND 121 492
ISRAEL 387 482 563 621 710
ITALY 12 245 298 300 412 553 568
574 578 580 596 604 630 631
673
JAMAICA 618
JAPAN 126 127 146 357 450 523 525
563 583 642 658 673 685
JEWS 482
JOB DESCRIPTION 64
JOB DEVELOPMENT 68
JOB MARKET 203 326
JOB PLACEMENT 210
JOB SATISFACTION 269 375 417 444 456 605
JOB TRAINING 25 35 94 124 131 326 337
JOURNALISM 473
JUNIOR COLLEGES 19 24 74 119 176 213 215
217 252 338 467 531 569 611
629 664
KENYA 61 531 563
KINDERGARTEN 479
KISHAWAUKEE COLLEGE 215
KNOWLEDGE LEVEL 514
KOREA 219
KOREA R 586
LABOR DEMANDS 147
LABOR EDUCATION 1[illegible] 131
LABOR UNIONS 65 67 94
LABORERS 296
LABOUR 405
LABOUR FORCE 86 147 363 606 697
LABOUR LAWS 623
LABOR MARKET 304 368 369 576 578 579 580
602 629 647
LABOR RELATIONS 363 457
LAKE OKOBOJI/EDUCATIONAL MEDIA LEADERSHIP CONFERENCE 53
LAND USE 211
LANGUAGE 272
LANGUAGE ARTS 446
LANGUAGE CONTACT 190
LANGUAGE INSTRUCTION 183 184 190 446
LANGUAGE LABORATORIES 158
LANGUAGE OF INSTRUCTION 107
LANGUAGE PROGRAMMES 183
LANGUAGE RESEARCH 107
LANGUAGE ROLE 107
LANGUAGE SKILLS 183
LANGUAGE TEACHERS 184 190
LANGUAGE TESTS 190
LANGUAGE USAGE 107 691
LANGUAGES FOR SPECIAL PURPOSES 190
LATIN AMERICA 231 432 519 584
LATIN AMERICA CULTURE 231
LAWS 205 438 575
LAY TEACHERS 111
LEADERSHIP 36 638
LEADERSHIP RESPONSIBILITY 254
LEADERSHIP TRAINING 53 219
LEARNING 75 138 143 233 443 507 516
566 571 594 690
LEARNING ACTIVITIES 135 214 411 431 474 507 528
534 554 658 677
LEARNING CHARACTERISTICS 138 176
LEARNING DIFFICULTIES 138 677
LEARNING EXPERIENCE 11 40 76 96 99 102 111
136 174 233 257 284 285 286
319 323 330 339 342
LEARNING LABORATORIES 224 330
LEARNING MOTIVATION 59 302 305
LEARNING NEEDS 359 384 500
LEARNING PROCESSES 54 99 128 136 233 249 271
273 295 332 347 348 411 417
472 529 566
LEARNING READINESS 544 558
LEARNING STRATEGIES 425
LEARNING THEORIES 15 457 529
LEAVE OF ABSENCE 112 147 413
LEBANON 563
LECTURES 292
LEGAL PROBLEMS 28 205
LEGISLATION 112 135
LEGISLATORS 109 303
LEISURE 373 375 444 513 526 550 554
561 634 670 710
LEISURE TIME 48 56 118 126 246 265
LEVELS OF EDUCATION 520
LIBERAL ARTS 7 17 202 250 264 277 339
LIBRARIANS 98 316
LIBRARIES 89 98 101 158 482 611
LIBRARY AUTOMATION 29
LIBRARY ROLE 98
LIBRARY SERVICES 61 84 317
LIFE CHANCES 218
LIFE SPAN EDUCATION 319 342
LIFE STYLE 277 326
LIFELONG EDUCATION 303 348 349 351 353 354 357
358 359 360 361 363 364 365
366 368 369 370 373 374 378
379 381 382 386 387 389 390
392 393 394 399 401 405 407
408 409 410 411 412 413 414
415 416 418 419 420 422 423
424 425 426 427 428 429 430
431 432 433 434 436 437 438
440 441 442 443 444 445 447
448 449 450 451 452 458 459
461 463 464 465 467 468 469

470 471 472 473 476 478 479
481 482 483 484 485 488 490
491 492 493 494 495 496 497
498 499 500 502 503 504 505
507 508 509 510 511 512 513
514 515 518 519 520 521 523
525 526 527 530 532 533 534
535 536 538 540 541 542 543
544 545 547 548 549 550 551
553 554 555 556 557 558 560
561 562 563 565 566 567 570
571 574 579 581 582 584 587
588 591 592 593 594 595 597
599 602 603 604 605 606 607
608 611 616 620 621 625 626
627 629 630 631 632 633 634
637 638 639 640 641 644 647
648 649 650 651 653 654 655
656 658 661 663 664 665 666
667 670 672 673 675 676 677
678 679 681 682 683 686 687
688 689 690 692 693 694 696
697 700 702 703 705 706 707
708 709 710 711 712 715

LIFELONG LEARNING 302
LIFELONG LEARNING ACT 303
LIFELONG LEARNING AMENDMENT 102
LIFELONG LEARNING PROJECT 229 239
LIFETIME LEARNING ACT 324
LINEAR PROGRAMING 268
LINGUISTICS 184
LISTENING GROUPS 454
LITERACY 80 84 311 390 556 586 606
678 680 691
LITERACY CAMPAIGNS 466 489 538 676
LITERACY CLASSES 531
LITERACY EDUCATION 6 9 36 61 80 84 85
142 156 179 188 196 198 219
293 311 325
LITERACY PROGRAMMES 349 446 466 520 618 704
LITERACY TEACHERS 466
LITERATURE REVIEW/REVIEWS 79 97 143 190 197 210 440
545
LIVING LIBRARY 158
LIVING STANDARDS 486
LOCAL GOVERNMENT 124
LOCAL ISSUES 62
LOGICAL THINKING 444
LOW INCOME GROUPS 36 175 588
LUXEMBOURG 412
MALADJUSTMENT 670
MALAWI 61
MALAYSIA 685
MALI 446 559
MALTA 412 565
MAN MACHINE SYSTEMS 136

MANAGEMENT 86 88 187 268 438
MANAGEMENT BY OBJECTIVES 72
MANAGEMENT DEVELOPMENT 315
MANAGEMENT EDUCATION 146 386 484 522 583 642 652
MANAGEMENT INFORMATION SYSTEMS 18
MANAGEMENT SCIENCE 268
MANPOWER DEVELOPMENT 86 131 133 147 234 238 248
280 337 383 415
MANPOWER NEEDS 159 203 383 413 462 463 577
600 711
MANPOWER UTILIZATION 86 182 221 324 337
MARKETING 18 21
MASLOW ABRAHAM 96
MASS INSTRUCTION 509
MASS MEDIA 4 48 61 89 107 113 178
198 199 332 357 380 393 405
420 433 442 445 450 507 521
559 581 600 632 654 661 707
712
MASTER PLANS 19 20 22 140
MASTERS DEGREES 203
MATERIAL DEVELOPMENT 219
MATERIALS PREPARATION 562
MATHEMATICAL MODELS 268
MATHEMATICS 186
MATURATION 319 569
MAURITIUS 123
MEASUREMENT INSTRUMENTS 186 305
MEASUREMENT TECHNIQUES 186
MECHANICAL EQUIPMENT 652
MECHANICAL SKILLS 704
MEDIA RESEARCH 433 445
MEDIA SELECTION 135
MEDIA SPECIALISTS 53 316
MEDIA TECHNOLOGY 136
MEDICAL EDUCATION 165 601
MEDICINE 23 438 601
MENTAL DEVELOPMENT 544
MENTAL HEALTH 620
MENTALLY HANDICAPPED 118
METHODOLOGICAL PROBLEMS 429 676
MEXICO 586
MIAMI DADE COMMUNITY COLLEGE 119
MICROTEACHING 685
MIDDLE AGED 5 65 99
MIDDLE COLLEGES 217
MIGRANT EDUCATION 45 46
MIGRANT PROBLEMS 46
MILITARY PERSONNEL 207
MINISTRY OF EDUCATION 477 485
MINORITY GROUPS 22 23 34 35 203 299 539
581 595
MOBILITY 5
MODELS 28 58 68 99 180 182 183
212 221 227 231 276 298 336
350 521 539 545 655 661
MODERN LANGUAGE CURRICULUM 183

MODULAR APPROACH 685
MODULAR TRAINING 475 600
MORAL VALUES 370 594 620
MOROCCO 582
MOTHERS 331 477 487
MOTIVATION 5 354 357 409 427 437 438
443 448 471 478 508 544 558
603 625 636 656 659 677
MULTICAMPUS DISTRICTS 24
MULTICHANNEL PROGRAMMING 158
MULTILATERAL AID 480
MULTIMEDIA INSTRUCTION 224 380 387 489
MUSEUMS 89 101
NATIONAL ASSOCIATION FOR ADULT EDUCATION 121
NATIONAL CADRES 466
NATIONAL CENTER FOR LIFELONG LEARNING 258
NATIONAL COMMISSION FOR UNESCO 710
NATIONAL INTEGRATION 355 390 538 564
NATIONAL INTERAGENCY COORDINATION 515
NATIONAL LIBRARIES 565
NATIONAL MANPOWER INSTITUTE 324
NATIONAL ORGANIZATIONS 196
NATIONAL PLANNING 500 543 565
NATIONAL PROGRAMMES 12 28 29 50 61 63 80
102 108 121 130 194 195 208
258 588
NATIONAL REGIONAL PLANNING 648
NATIONAL REGIONAL PROGRAMMES 379 648
NATIONAL SURVEYS 62 121 130
NATURAL RESOURCES 162 211 438
NEEDS 117 438 496 601
NEEDS ASSESSMENT 73 74 97 152 163 229
NEGRO DIALECTS 164
NEGRO EDUCATION 164
NEIGHBORHOOD CENTERS 237
NETHERLANDS 70 412 487 579 604 663 693
NEW SOUTH WALES 328
NEW YORK 100 103 104 105 166
NEW ZEALAND 122 237 468 629
NEWS MEDIA 178
NEWSLETTERS 86
NEWSPAPERS 178 380 392 473
NIGER 446
NIGERIA 66 355
NONCAMPUS COLLEGES 24
NONCREDIT COURSES 320 494
NONFORMAL EDUCATION 2 9 124 125 136 181 199
201 262 270 285 286 287 288
312 328 380 399 427 430 451
452 454 466 480 483 488 504
505 511 515 519 531 543 546
559 564 565 570 581 586 588
598 606 612 615 618 619 620
628 661 671 678 691 701 704
709
NONPROFESSIONAL PERSONNEL 68 586
NONTRADITIONAL EDUCATION 201
NONTRADITIONAL STUDENTS 74 176 230 239 281
NONWESTERN CIVILIZATION 197
NORTH AMERICA 593
NORWAY 5 63 313 362 415 416 417
448 450 465 524 579 659
NURSES 204
NUTRITION 56
OBJECTIVES 10 40 92 140
OCCUPATIONAL ADVANCEMENT 383 441 501 523 645
OCCUPATIONAL ASPIRATION 65
OCCUPATIONAL CHANGE 371 409 438 439 443 469 475
581 633 682 707 708
OCCUPATIONAL CHOICE 65
OCCUPATIONAL GUIDANCE 64 94 133 228
OCCUPATIONAL INFORMATION 18 64 552
OCCUPATIONAL MOBILITY 37 68 439 574 622
OCCUPATIONS 363 490
OFFICER PERSONNEL 207
OFFICIAL REPORTS 360
OLDER ADULTS 99 216 271 274 319 324 326
342
ON THE JOB TRAINING 59 133 439 484 583 652
OPEN COLLEGES 385 387 450 563 593 621 644
705 713
OPEN EDUCATION 67 113 200 309
OPEN LEARNING SYSTEMS 519 705
OPEN PLAN SCHOOLS 401 459 616
OPINIONS 62 142 395
ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT 218 280 416 419 438 440 550
574 596 600 601 602 603 604
625 629
ORGANIZATION/ORGANIZATIONS 10 13 18 42 64 531
ORGANIZATIONAL CHANGE 43 152 286 310
ORGANIZATIONAL CLIMATE 59
ORGANIZATIONAL DEVELOPMENT 121 222
ORGANIZATIONS GROUPS 142 288
ORIENTATION COURSES 492
OUT OF SCHOOL CURRICULUM 409
OUT OF SCHOOL EDUCATION 516 551 666 679 706
OUT OF SCHOOL YOUTH 559 618 628 691
OUTDOOR ACTIVITIES 391
OUTREACH PROGRAMS 24 102
PAKISTAN 712 713
PARAPROFESSIONAL SCHOOL PERSONNEL 35
PARENT ATTITUDES 261
PARENT CHILD RELATIONSHIP 111
PARENT EDUCATION 80 261
PARENT EDUCATION PROGRAMMES 710
PARENT PARTICIPATION 487 571
PARENTS 361
PART TIME STUDENTS 130 172 244 557 581 611 629
PART TIME TEACHERS 215
PARTICIPANT INVOLVEMENT 222 371 376 417 439 591 650
693

PARTICIPATION 173 362 382 414 417 440 454
461 510 546 604 659 688 692
PEACE 78
PEDAGOGY 449
PEER TEACHING 361 382 388 414 427
PERCEPTION 91
PERFORMANCE BASED EDUCATION 74 172
PERIODICALS 171
PERLS FRITZ 96
PERMANENT EDUCATION 45
PERSISTENCE 444
PERSONAL ADJUSTMENT 216
PERSONAL GROWTH 31 202 271 516 566
PERSONALITY 521 529 536
PERSONALITY DEVELOPMENT 351 425 478 562 594 620 699
PERSONNEL EVALUATION 697
PERSUASIVE DISCOURSE 169
PERU 10 156
PHILIPPINES 197 451
PHILOSOPHY 423 429
PHYSICAL ACTIVITIES 50
PHYSICAL CHARACTERISTICS 138
PHYSICAL DEVELOPMENT 606
PHYSICAL EDUCATION 116
PHYSICAL ENVIRONMENTS 223 666
PHYSICAL FACILITIES 38 114
PHYSICAL FITNESS 226
PHYSICAL HEALTH 620
PHYSICAL SCIENCES 23
PHYSICIANS 165 393
PHYSIOLOGY 50 544
PILOT PROJECTS 196 198 644 654
PLANNING 20 140 157 199 601
POLAND 5 187 557 562 563 594 639
666 673 675 702 703 705
POLICE 699
POLICIES/POLICY 97 586 601
POLICY FORMATION 14 19 97 102 105 130 131
164 167 205 229 253 343 464
489 495 580 598 600 601 664
POLITICAL EDUCATION 358 538 546 644
POLITICAL FACTORS 374 390 436 461 470 471 500
513 579 599 623
POLITICAL INFLUENCES 66 167 206 231 539
POLITICAL ISSUES 211 340 661
POLITICAL POWER 167
POLITICAL SCIENCE 351
POLITICAL SOCIALIZATION 150 206 645
POLITICAL THEORIES 572
POLITICS 340
POLLUTION 211
POPULATION EDUCATION 549 606
POPULATION GROWTH 78
POPULATION PROBLEMS 357
POPULATION TRENDS 197 375 712
POST SECONDARY EDUCATION 8 14 20 22 32 60 73
74 79 101 102 105 107 109
124 125 134 148 149 166 201
210 214 222 236 237 239 278
304 320 344 493
POVERTY 393 399 559 564 691
PRACTICE PERIODS 601
PRACTICE TEACHING 411
PREDICTION 222
PREPRIMARY CHILDREN 543
PREPRIMARY CURRICULUM 409
PREPRIMARY EDUCATION 511 643 702
PREPRIMARY PROGRAMMES 599
PRESCHOOL CENTRES 401
PRESCHOOL EDUCATION 46 57 80 126 187
PRESCHOOL LEARNING 409 690
PRESERVICE TEACHER EDUCATION 381 411 630 651
PRESS 445 473 623
PREVOCATIONAL EDUCATION 701
PRIMARY EDUCATION 297 367 392 424 466 480 531
559 612 616 628 678 691 700
701
PRIMARY GRADES 479 527
PRIMARY SCHOOL CURRICULUM 409 480 497 616
PRIMARY SCHOOL SCIENCE 497
PRIMARY SCHOOL STUDENTS 525
PRIMARY SCHOOLS 493 497 616 690 691
PRINCIPALS 224
PRINCIPLES OF TEACHING 536
PRIVATE AGENCIES 121 124 125
PRIVATE COLLEGES 22 154
PRIVATE FINANCIAL SUPPORT 38 598
PRIVATE SCHOOLS 51
PROBLEM SOLVING 59 135 350 417 444 594 630
706
PRODUCTIVE LIVING 547 597 675
PRODUCTIVE THINKING 132 371
PROFESSIONAL ASSOCIATIONS 25 42 94 125 204 219 394
PROFESSIONAL CONTINUING EDUCATION 27 58 59 89 101 141 146
147 150 152 165 166 203 204
253 290 316
PROFESSIONAL EDUCATION 27 58 418 522 627 639 642
PROFESSIONAL PERSONNEL 59 290 437 642
PROFESSIONAL RECOGNITION 455
PROFESSIONAL SERVICES 21
PROFESSIONAL TRAINING 58 146 147
PROFESSIONS 438
PROGRAM DEVELOPMENT 21 61 83 121 263 274 315
318 343
PROGRAM EFFECTIVENESS 81
PROGRAM IMPACT 166
PROGRAM IMPROVEMENT 24 403
PROGRAM PROPOSALS 3 70 77 103
PROGRAMING 146 158
PROGRAMING BROADCAST 170
PROGRAMME ADMINISTRATION 14 93 181 204 586
PROGRAMME CONTENT 181 562 566 594 631 649
PROGRAMME COORDINATION 39 97 121 181 340 503 559
589

PROGRAMME COSTS 121
PROGRAMME DESCRIPTIONS 29 43 46 78 85 106 117
124 126 148 149 154 166 210
215 253 289 290 300 330 339
PROGRAMME EVALUATION 122 130 175 181 186 198 204
212 356 401 403 407 457 501
563 652
PROGRAMME PLANNING 24 92 103 104 106 204 229
246 344 353 356 357 479 567
606
PROGRAMMED INSTRUCTION 184 388 685
PROGRAMMED MATERIALS 445
PROGRESSIVE EDUCATION 111
PROJECTS 356 570 586
PROMOTION POLICIES 383
PROPRIETARY SCHOOLS 40
PROVINCIAL GOVERNMENT 576
PROVINCIAL GOVERNMENT AID 654
PSYCHIATRY 23
PSYCHOLOGICAL CHARACTERISTICS 138 186 501 510
PSYCHOLOGICAL NEEDS 409 529
PSYCHOLOGICAL STUDIES 31 409
PSYCHOLOGISTS 437
PSYCHOLOGY 59 96 184 410 423 438 544
PUBLIC AFFAIRS EDUCATION 81
PUBLIC EDUCATION 14 40 71 75 126 679
PUBLIC HEALTH 204 601
PUBLIC LIBRARIES 16
PUBLIC OFFICIALS 67
PUBLIC POLICY 15 81 94 131 330 539
PUBLIC RELATIONS 71 224
PUBLIC SCHOOL ADULT EDUCATION 89 289
PUBLIC SCHOOL SYSTEMS 370
PUBLIC SCHOOLS 25 51 89 124 125 219
PUBLIC SUPPORT 101 299
PUBLIC TELEVISION 51
PUBLICATIONS 86 88 160 380
QUALIFICATIONS 375 383 386 435 441 466
QUALITY CONTROL 209
QUALITY OF LIFE 91 202
QUESTIONNAIRES 21 153 155 165 204 452 468
525 527 642
RACIAL FACTORS 164
RADIO 178 445
RADIO SANTA MARIA 212
READING 80 216 525
READING FAILURE 80
READING INSTRUCTION 80
READING MATERIALS 292 534
READING SKILLS 325
RECORDKEEPING 21 207
RECREATION 4
RECREATIONAL ACTIVITIES 246 510 551
RECREATIONAL PROGRAMMES 329
RECRUITMENT 93 466
RECURRENT EDUCATION 55 60 92 126 129 150 151
182 221 241 242 248 253 268
343 363 365 366 367 368 369
375 377 378 383 384 385 398
401 404 415 416 438 439 440
446 450 457 458 461 462 468
469 475 477 487 489 491 493
499 506 507 520 526 545 551
552 568 570 571 574 575 577
588 597 598 599 600 601 603
604 605 612 617 623 625 627
629 631 633 636 637 642 643
644 645 646 647 655 659 665
668 669 681 688 693 694 708
711
REDUNDANCY 363 383
REFERRAL 21 664
REFRESHER COURSES 383
REGIONAL COOPERATION 109 162 198
REGIONAL PLANNING 125 152 159 162
REGIONAL PROGRAMMES 9 204
REGIONAL SURVEYS 412
RELEASED TIME 537 579
RELEVANCE EDUCATION 27 49 81 220 247 260 262
336 403
RELIGION 393
RELIGIOUS CULTURAL GROUPS 379
RELIGIOUS EDUCATION 40 482 638
RELIGIOUS FACTORS 132 379
RELIGIOUS INSTITUTION ROLE 482 638
RELIGIOUS INSTITUTIONS 405 581 638
RELIGIOUS ORGANIZATIONS 124 638
REMEDIAL INSTRUCTION 618
REPLICATION OF INNOVATION 586
REPORTS 57 66 85 123 144
REPROGRAPHY 205
RESEARCH 25 42 60 122 137 216 256
380 438 464 601 639
RESEARCH CRITERIA 461
RESEARCH DESIGN 305 464 472
RESEARCH METHODOLOGY 69 471 472 632
RESEARCH NEEDS 5 82 85 274 286
RESEARCH PROBLEMS 196 544 636 656 682
RESEARCH PROJECTS 11 37 41 168 378 411 434
464 595 658
RESEARCH PROPOSALS 88
RESEARCH REVIEWS PUBLICATIONS 99
RESIDENT STUDENTS 522
RESIDENTAIL CENTERS 160
RESIDENTIAL COLLEGES 577 681
RESIDENTIAL PROGRAMS 346
RESOURCE ALLOCATIONS 108 218 398 619
RESOURCE CENTERS 225
RESOURCE GUIDES 133 137 288
RESOURCE MATERIALS 153 677
RESOURCES 140 304
RESPONSIBILITY 13 118 157 444 471 473 660
RETIREMENT 375 393 510 542 561 569

RETRAINING 4 366 450 475 477 537 577
581 588
REVENUE 542 552
REWARDS 656
RIGHT TO READ 80
ROGERS CARL 96
ROLE PERCEPTION 31 607
ROLE PLAYING 635
ROLE THEORY 54
ROMANIA 658
RURAL AREAS 61 124 191 199 328 380 381
427 451 452 463 546 618 644
700 709 712 713
RURAL DEVELOPMENT 2 191 197 297 381 427 538
546 559 586 691 701
RURAL EDUCATION 9 10 211 212 380 390 511
531 556 559 586 691
RURAL EXTENSION 331 399 494
RURAL POPULATION 91 211 586 590 700 701
RURAL SCHOOLS 24
RURAL TO URBAN MIGRATION 211
RURAL URBAN DIFFERENCES 91 328
RURAL YOUTH 187 199 559 618 620 701 704
709
SABBATICAL LEAVE/LEAVES 147
SALARIES 617
SANTA MARIA RADIOPHONIC PROGRAM 212
SASKATCHEWAN 170
SCANDINAVIA 145 412 465
SCHEDULING 200
SCHOLARSHIPS 256
SCHOOL ACTIVITIES 706
SCHOOL ADMINISTRATION 224
SCHOOL COMMUNITY COOPERATION 24 74 356 409 503
SCHOOL COMMUNITY PROGRAMMES 237 330 356 503
SCHOOL COMMUNITY RELATIONSHIP 14 17 30 74 122 200 214
395 404 477 497 503 511 572
589 658 660 692 703
SCHOOL CONSTRUCTION 38
SCHOOL DESIGN 71
SCHOOL DISTRICTS 154
SCHOOL FUNDS 134
SCHOOL INDUSTRY RELATIONSHIP 67 94 112 126 129 131 202
646 688
SCHOOL LEAVERS 531
SCHOOL OF FUTURE STUDIES 300
SCHOOL ORGANIZATION 75 187 524 660
SCHOOL PERSONNEL 67 68
SCHOOL PLANNING 590
SCHOOL POLICY 32
SCHOOL ROLE 54 72 99 173 202 266 323
326 370 408 512 513 584 596
631 633 656 656 692 700 708
SCHOOL SYSTEMS 108 298 361 399 405 420 436
448 452 480 483 488 498 505
513 514 516 530 559 564 565
584 612 620 628 661 663 689
SCHOOLS 16 365 426 488 503 536 689
SCHOOLS OF EDUCATION 330
SCIENCE EDUCATION 197 240
SCIENCES 294
SCIENTIFIC METHODOLOGY 268
SECOND LANGUAGE LEARNING 183 184 190
SECONDARY EDUCATION 79 89 95 122 128 132 145
177 210 224 228 248 298 395
424 468 469 487 492 531 546
603 625 629 646 651 688 701
703 711
SECONDARY GRADES 133 479 527
SECONDARY SCHOOL CURRICULUM 391 409 480 487 646 651
SECONDARY SCHOOL STUDENTS 391 520 525
SECONDARY SCHOOL TEACHERS 535
SECONDARY SCHOOLS 369 391 401 446 468 514 524
572 645 651 690
SECULAR EDUCATION 679
SELECTION 628
SELECTION PROCEDURES 369 452 464 642
SELF ACTUALIZATION 96 119 223 261 274 326 349
350 356 384 410 419 420 424
435 443 456 457 471 474 478
488 496 518 549 555 566 634
635 636 658 660 699
SELF CARE SKILLS 118
SELF CONCEPT 118 235 525 534 569 634 699
SELF CONTROL 116
SELF DIRECTED GROUPS 292 362 427 534
SELF EVALUATION 409 636 658
SELF EXPRESSION 96
SELF HELP PROGRAMS 306
SELF INSTRUCTIONAL METHODS 496 534 640
SEMINARS 120 141 146 537
SEMISKILLED WORKERS 622
SENEGAL 390
SENSITIVITY TRAINING 111 509 566
SEX DISCRIMINATION 331
SEX EDUCATION 549
SEXUALITY 393
SHORT COURSES 462 600 642 647
SIERRA LEONE 497
SIMU SCHOOL 68
SIMULATION 454
SINGAPORE 389 411 445 673 685
SITES 479
SKILL DEVELOPMENT 127 135 144 521 701
SKILL OBSOLESCENCE 59 294
SKILLED LABOR 337
SKILLED WORKERS 505 622 694
SKILLS 265 350 435 452 492 615 620
652 701 707
SMOKING 393
SOCIAL ACTION 78 167 169 406 550 551 632
SOCIAL ADJUSTMENT 127 444 495 602

SOCIAL AGENCIES 56 124
SOCIAL ATTITUDES 186 212 220 569 607 639 643
648
SOCIAL BACKGROUND 373 441 527 595 635
SOCIAL CHANGE 1 13 56 67 70 91 127
132 143 144 156 167 179 188
194 195 208 220 222 231 245
249 266 283 284 285 309 311
335 348 355 361 364 375 389
398 408 409 410 420 429 440
457 458 469 470 504 511 513
521 528 542 555 561 567 580
584 591 605 644 655 667 682
692 693 703 707 715
SOCIAL CHARACTERISTICS 138
SOCIAL CLASS 417 514 599 696
SOCIAL DEVELOPMENT 150
SOCIAL DISADVANTAGEMENT 611
SOCIAL DISADVANTAGES 597
SOCIAL DISCRIMINATION 470 473 636 643
SOCIAL ENVIRONMENT 107 220 381 547 571 616
SOCIAL FACTORS 135 186 221 409 470 471 472
473 481 579 580 599 602 604
661
SOCIAL INDICATORS 222
SOCIAL INFLUENCES 146 206 226 263 281
SOCIAL INTEGRATION 368 410 463 492 584 710
SOCIAL MOBILITY 218 276 469 574 646
SOCIAL PLANNING 528
SOCIAL POLICIES 419 598 656 689 693
SOCIAL PROBLEMS 92 157 167 189 285 307 375
471 472 516
SOCIAL PSYCHOLOGY 632
SOCIAL RELATIONS 292 443 521
SOCIAL RESPONSIBILITY 13 81 102 157 249
SOCIAL SCIENCES 48 434
SOCIAL SERVICES 235 413
SOCIAL STATUS 510
SOCIAL STRATIFICATION 283 296
SOCIAL STRUCTURE 1 185
SOCIAL STUDIES 23 133 497
SOCIAL SYSTEMS 92 156 179 188 218 304 593
619 667
SOCIAL VALUES 91 92 132 185
SOCIAL WELFARE 361 369
SOCIAL WORK 58
SOCIAL WORKERS 58
SOCIALISM 57
SOCIALIZATION 31 141 291 305 333 469 592
606 607 702
SOCIALLY DISADVANTAGED 419 552
SOCIETY OF ANTIQUARIES 306
SOCIOCULTURAL PATTERNS 50
SOCIOECONOMIC BACKGROUND 398 492 651 663 700
SOCIOECONOMIC INFLUENCES 12 26 66 83 144 197 231
276 291
SOCIOLINGUISTICS 107







SOCIOLOGY 132 351 374 423 521
SOUTH AMERICA 10
SOUTH EAST ASIA 527
SOUTHERN AFRICA 159
SPAIN 317 366 412 489
SPECIAL DEGREE PROGRAMMES 172 175 378
SPECIAL EDUCATION 210 407 511
SPECIAL PROGRAMMES 10
SPECIALISTS 67
SPEECH INSTRUCTION 169
SPEECHES 2 6 7 8 16 21 26
27 96 101 102 120 127 131
139 156 161 179 185 188 205
208 211 264 303 321
SPELLING 388
SPORT FOR ALL 50
SPORTSMANSHIP 116
SRI LANKA 589 665 701
STAFF UTILIZATION 226
STANDARDS 172
STANFORD UNIVERSITY 158
STATE ACTION 100 223
STATE AGENCIES 124
STATE AID 19 109 139 217
STATE BOARDS OF EDUCATION 64
STATE COLLEGES 22 154 160
STATE DEPARTMENTS OF EDUCATION 71 223
STATE FEDERAL AID 38 100 134
STATE GOVERNMENT 109 217 229 307
STATE LEGISLATION 109 112 217
STATE OF THE ART REVIEWS 28 97 225 271 318 319 342
STATE OFFICIALS 62
STATE PROGRAMS 103 104 117 125 166
STATE SCHOOL DISTRICT RELATIONSHIP 19 71 217
STATE UNIVERSITIES 22 154 160 200
STATES POWERS 71
STATEWIDE PLANNING 19 20 22 39 105 140 168
STATISTICAL ANALYSIS 700
STATISTICAL DATA 130 153 155 368 601 641 694
STATISTICAL STUDIES 37 132
STATISTICAL SURVEYS 32
STATISTICAL TABLES 612
STORY TELLING 454
STUDENT ATTITUDES 243 300 411 525 527 528 688
STUDENT CERTIFICATION 202
STUDENT CHARACTERISTICS 15 17 124 243 327 395
STUDENT COLLEGE RELATIONSHIP 176
STUDENT COSTS 22
STUDENT DEVELOPMENT 243
STUDENT EVALUATION 371 407 457 651
STUDENT EXPERIENCE 233
STUDENT FINANCIAL AID 134 163 217
STUDENT IMPROVEMENT 243
STUDENT LOAN MARKETING ASSOCIATION 38
STUDENT LOAN PROGRAMS 38
STUDENT LOANS 542

STUDENT MOBILITY 217
STUDENT MOTIVATION 102 368 468 487 525 529 543
549 562 636 645 690
STUDENT NEEDS 344 563
STUDENT PARTICIPATION 47 67 361 364 373 376 392
406 417
STUDENT PERSONNEL SERVICES 71
STUDENT PLACEMENT 210
STUDENT PROBLEMS 39
STUDENT PROJECTS 395
STUDENT PROMOTION 678 700
STUDENT REACTION 243
STUDENT RECRUITMENT 21 261
STUDENT RIGHTS 164
STUDENT TEACHER RELATIONSHIP 295 407 458 459 675
STUDENT TEACHERS 527 709
STUDENT WELFARE 669
STUDENTS 361 433 528 534
STUDENTS PROJECTS 371
STUDY 482
STUDY CENTRES 427 618 713
STUDY GUIDES 700
STUDY HABITS 525
STUDY SKILLS 462
STUDY TOURS 391
SUBCULTURE 226
SUBJECT INDEX TERMS 84
SUBJECTS OF STUDY 463 537
SUCCESS FACTORS 202
SUMMER SCHOOLS 494
SUPERVISORY METHODS 59
SUPPLEMENTARY EDUCATION 112
SUPPLEMENTARY EDUCATIONAL CENTERS 3
SURVEYS 28 61 153 166 209 525
SWAZILAND 427
SWEDEN 5 69 108 168 206 228 230
280 283 360 367 368 369 450
462 465 469 506 512 574 577
580 596 604 658 669
SWITZERLAND 358 378 386 412 435 442 496
557 623 640
SYLLABUSES 497 536 653
SYMPOSIA 194 195 335
SYSTEMS ANALYSIS 180
SYSTEMS APPROACH 180 181
SYSTEMS DEVELOPMENT 10
TABLES DATA 57 126 153 155 187
TANZANIA 61 273 480 538 572 591
TAX SUPPORT 134
TAXES 542
TAXONOMY 99
TEACHER AIDES 474 671
TEACHER ASSOCIATIONS 71
TEACHER ATTITUDES 79 461 527
TEACHER CENTRES 346 560 685
TEACHER CERTIFICATION 71 560
TEACHER CORPS 38
TEACHER DEVELOPED MATERIALS 685
TEACHER EDUCATION 11 38 42 46 50 57 61
66 71 122 148 159 177 184
187 297 351 378 389 407 411
418 424 451 457 466 496 497
498 512 527 536 560 582 615
629 639 649 671 672 676 678
685 691 703 709
TEACHER EDUCATION CURRICULUM 261 381 389 411 560 653 685
TEACHER EDUCATOR EDUCATION 53 405
TEACHER EDUCATORS 527 653
TEACHER IMPROVEMENT 688
TEACHER INFLUENCE 138
TEACHER ORIENTATION 215
TEACHER PARTICIPATION 76 128 373 497 678
TEACHER QUALIFICATION/QUALIFICATIONS 61 411 671 703
TEACHER ROLE 99 138 232 295 330 407 411
439 441 455 480 498 512 529
534 548 560 616 630 651 703
709
TEACHER SELECTION 522 568
TEACHER SHORTAGE 546 671
TEACHER STATUS 671 703
TEACHER SUPPLY AND DEMAND 145
TEACHER WORKSHOPS 219 346
TEACHERS 433 470 496 516 528 534 560
630 671 700
TEACHERS COLLEGES 381 411 497 560 653 685
TEACHING 353 438
TEACHING ASSIGNMENTS 459
TEACHING METHODS 51 61 138 183 198 209 233
240 287 348 369 378 385 406
411 457 467 472 510 511 522
528 537 557 558 568 589 591
592 600 612 631 635 652 653
658 670 675 678
TEACHING PROCEDURES 388 395 439
TEACHING QUALITY 351 546
TEACHING SKILLS 616
TEACHING STYLES 138 706
TEACHING TECHNIQUES 196 566 676
TEACHING UNITS 459
TEAM TEACHING 459
TEAMWORK 116 353
TECHNICAL COLLEGES 404 467 583 645
TECHNICAL EDUCATION 60 150 197 283 404 462 565
627 650 688
TECHNICAL INSTITUTES 25
TECHNICAL REPORTS 59 153 154 155
TECHNICAL SECONDARY SCHOOLS 449
TECHNICIANS 707
TECHNOLOGICAL ADVANCEMENT 56 91 127 220 326 351 408
413 458 519 537 548 633 652
654 667 706 707
TECHNOLOGY 4 56 111 136 220 420 632
TEHERAN CONGRESS 198

TELECOMMUNICATION 211 446 522 652
TELEVISION 445 710
TELEVISION VIEWING 525
TERMINAL EDUCATION 666
TESTING PROGRAMMES 653
TESTS 25
TEXTBOOK/TEXTBOOKS 306
TEXTBOOK CONTENT 441 594 675
THAILAND 9 197 709
THEORIES 18
TIME PERSPECTIVE 31 96
TRADE UNIONS 360 362 568 574 576 579 580
617 647 654 694
TRADITIONAL EDUCATION 425 436 474 480 589
TRADITIONAL SCHOOLS 1 87 309
TRAINABLE MENTALLY HANDICAPPED 118
TRAINING 4 86 147 248 452
TRAINING ALLOWANCES 280 579
TRAINING OBJECTIVES 146 238 439
TRAINING TECHNIQUES 5
TRANSFER CLASSES 404 647
TRAVEL TRAINING 118
TREND ANALYSIS 144
TUITION 539
TURKEY 145 412
TUTORING 681
UGANDA 61
UNDEREMPLOYMENT 596
UNDERGRADUATE STUDY 37 174 642
UNEMPLOYMENT 214 419 451 486 526 530 554
564 581 596 603 625 647
UNESCO GENERAL CONFERENCE 349
UNESCO INSTITUTE FOR EDUCATION, HAMBURG 381 389 422 423 428 440 476
498 521 525 532 560 653 658
667
UNION OF SOVIET SOCIALIST REPUBLICS 495 563 641 654 673
UNITED KINGDOM 5 79 121 177 208 230 240
254 256 301 306 318 337 343
346 360 361 385 393 412 450
486 506 507 520 563 571 579
596 604 608 616 626 633 634
635 647 673 681 705
UNITED NATIONS 192
UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION 15 85 127 156 179 185 188
193 194 195 196 198 208 219
235 257 388 440 485 498 550
557 570 574 581 594 628 671
682 683 687
UNITED STATES 5 15 19 21 22 34 39
64 82 91 101 117 124 125
131 134 140 145 163 269 281
307 350 353 356 357 360 363
364 370 375 383 384 387 388
391 395 405 413 431 450 455
456 459 479 488 494 495 499
500 501 502 503 504 505 514
520 522 528 533 534 535 537
540 541 542 543 555 561 563
566 569 581 588 596 604 605
607 611 627 638 652 655 660
664 673 681 689 690 715
UNITED STATES CONGRESS 239
UNITED STATES HISTORY 75
UNITS OF STUDY (SUBJECT FIELDS) 435 497
UNIVERSAL EDUCATION 52 359 589
UNIVERSITIES 25 120 135 158 168 255 281
344 345 346 403 467 499 527
557 611 621 645
UNIVERSITY ADMINISTRATION 114 255
UNIVERSITY EXTENSION 27 39 56 61 115 158 170
172 230 237 247 345 404 450
490 708 713
UNIVERSITY LIBRARIES 158
UNIVERSITY OF WISCONSIN MADISON 200
UNSKILLED OCCUPATIONS 605
UNSKILLED WORKERS 413 457
UPPER SECONDARY EDUCATION 367 493
UPPER SECONDARY SCHOOLS 711
UPPER VOLTA 691
URBAN AREAS 458 486 503 713
URBAN CULTURE 169
URBAN EDUCATION 72 169 180
URBAN EXTENSION 237 494
URBAN SCHOOLS 24
URBAN STUDIES 169
URBAN UNIVERSITIES 114 169
URBANIZATION 56 474 521
VALUES 53 78 132 211 369 526 636
667 692
VENEZUELA 557
VERBAL COMMUNICATION 507
VETERANS EDUCATION 539
VIDEO CASSETTE SYSTEM 184
VIDEO TAPE RECORDINGS 158 387 454
VOCATIONAL ADJUSTMENT 6
VOCATIONAL AGRICULTURE TEACHERS 678
VOCATIONAL COUNSELING 117
VOCATIONAL DEVELOPMENT 68 99 152 166 210 214 265
350 395 551 632
VOCATIONAL EDUCATION 17 48 57 64 71 86 87
94 108 122 123 133 137 162
187 198 202 210 228 234 296
297 332 374 375 378 384 404
413 420 434 456 462 475 556
575 578 592 618 622 645 646
651 688 711
VOCATIONAL GUIDANCE 358 711
VOCATIONAL INTERESTS 520 635
VOCATIONAL REHABILITATION 71
VOCATIONAL RETRAINING 5 25 326

VOCATIONAL SCHOOLS 72 354 637
VOCATIONAL TRAINING 364 365 413 415 477 489 515
518 572 575 579 586 589 596
605 608 618 622 631 644 678
VOCATIONAL TRAINING CENTRES 68 565
VOLUNTARY AGENCIES 89 121
VOLUNTEERS 451
WALES 177
WEEKEND PROGRAMS 252
WESTERN EUROPE 132 341 388 401 412 469 641
644 651
WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION 109
WOMEN 606
WOMEN WORKERS 606
WOMENS ATHLETICS 50
WOMENS EDUCATION 4 22 72 75 84 86 129
297 331 358 559 564 581 606
643 701
WOMENS STUDIES 277
WORK ATTITUDES 554
WORK EDUCATION 379 511 572 660 688
WORK ENVIRONMENT 107 419 659
WORK EXPERIENCE 368 369 395 443 480 526 546
572 598 645 671
WORK EXPERIENCE PROGRAMMES 210 463
WORK LIFE EXPECTANCY 326
WORK STUDY PROGRAMMES 210 228 656
WORKERS 362 366 377 477 518 553 568
578 604 617 631 659 697
WORKERS EDUCATION 358 362 406 450 481 547 551
575 596 644 708
WORKING CLASS 406 568 666 696
WORKING CONDITIONS 473 580
WORKING HOURS 561
WORKING WOMEN 65 86 331
WORKSHOPS 279
WORLD AFFAIRS 264
WORLD CONFERENCE OF ORGANIZATIONS OF THE TEACHING PROFESSIONS 219
WORLD CONGRESS OF RURAL SOCIOLOGY 4TH 187
WORLD HISTORY 532
WORLD PROBLEMS 78 143 289 364 528
WORTH COMMISSION ON EDUCATIONAL PLANNING 236
WRITING SKILLS 22 325
YOUNG ADULTS 99 162
YOUTH 385 451 493 678 688
YOUTH CLUBS 618
YOUTH EMPLOYMENT 94 214
YOUTH OPPORTUNITIES 632
YOUTH ORGANIZATIONS 699
YOUTH PROBLEMS 699
YOUTH PROGRAMMES 177 392
YOUTH SERVICES 531 699
YOUTH UNEMPLOYMENT 377 456 618
YUGOSLAVIA 57 150 230 322 360 392 596
604 711
ZAMBIA 61 557 673

# HEORETICAL CONSTRUCTS/PROGRAM INDEX

Abstract Code Numbers by Year

| | Theory | Program |
|---|---|---|
| **1963** | | |
| International/Regional | | |
| National/Intranational | | 216 |
| **1964** | | |
| International/Regional | | |
| National/Intranational | 56 383 | |
| **1965** | | |
| **1966** | | |
| International/Regional | [illegible] 198 219 | 61 |
| National/Intranational | 95 [illegible] 495 | |
| **1967** | | |
| International/Regional | 48 | |
| National/Intranational | 77 115 | |
| **1968** | | |
| International/Regional | 162 189 568 | 25 51 196 |
| National/Intranational | 1 13 83 | |
| | 111 186 551 | |
| | 592 | |
| **1969** | | |
| International/Regional | 63 87 108 | 12 |
| | 173 177 349 | |
| | 412 | |
| National/Intranational | 3 36 71 | 160 677 |
| | 89 204 213 | |
| **1970** | | |
| International/Regional | 50 70 90 | 209 317 |
| | 191 282 322 | |
| | 357 448 544 | |
| | 548 609 | |
| National/Intranational | 158 258 407 | 165 |
| | 449 513 714 | |
| | 715 | |
| **1971** | | |
| International/Regional | 278 379 516 | |
| National/Intranational | 52 64 120 | |
| | 139 142 157 | |
| | 182 [illegible]44 260 | |
| | 294 3[illegible] 394 | |
| | 434 654 | |

| | Theory | Program |
|---|---|---|
| **1972** | | |
| International/Regional | 40 43 88 | 156 287 354 |
| | 99 116 127 | |
| | 150 179 185 | |
| | 188 192 194 | |
| | 195 208 266 | |
| | 284 285 [illegible]86 | |
| | 288 304 325 | |
| | 369 416 441 | |
| | 442 536 550 | |
| | 599 637 684 | |
| | 710 711 | |
| National/Intranational | 2 59 135 | 23 133 153 |
| | 159 164 170 | 154 155 523 |
| | 220 221 223 | |
| | 226 247 276 | |
| | 323 331 332 | |
| | 336 437 444 | |
| | 459 503 509 | |
| | 533 566 595 | |
| | 613 | |
| **1973** | | |
| International/Regional | 41 49 92 | 106 212 |
| | 293 297 311 | |
| | 340 364 366 | |
| | 367 424 426 | |
| | 445 476 520 | |
| | 553 602 651 | |
| | 669 683 688 | |
| | 690 | |
| National/Intranational | 20 27 68 | |
| | 76 81 96 | |
| | 121 126 129 | |
| | 141 169 171 | |
| | 174 201 234 | |
| | 236 240 256 | |
| | 257 265 275 | |
| | 316 335 360 | |
| | 361 370 384 | |
| | 392 420 443 | |
| | 547 610 624 | |
| | 632 634 640 | |
| | 643 648 649 | |
| | 650 [illegible]56 679 | |
| | 68[illegible] 707 708 | |
| **1974** | | |
| International/Regional | 47 60 79 | 42 148 149 |
| | 84 145 193 | |
| | 227 238 248 | |
| | 250 251 272 | |
| | 289 295 305 | |
| | 318 347 351 | |
| | 358 385 386 | |
| | 425 433 470 | |
| | 508 510 593 | |
| | 594 672 706 | |

| | Theory | | | Program | | |
|---|---|---|---|---|---|---|
| 1974 | | | | | | |
| National/Intranational | 4 | 34 | 35 | 175 | 382 | 391 |
| | 62 | 65 | 93 | 506 | 535 | 556 |
| | 103 | 122 | 152 | 641 | | |
| | 184 | 225 | 233 | | | |
| | 235 | 238 | 261 | | | |
| | 268 | 279 | 299 | | | |
| | 301 | 309 | 312 | | | |
| | 314 | 320 | 328 | | | |
| | 333 | 339 | 344 | | | |
| | 345 | 346 | 350 | | | |
| | 356 | 373 | 387 | | | |
| | 408 | 413 | 431 | | | |
| | 438 | 455 | 469 | | | |
| | 502 | 507 | 512 | | | |
| | 530 | 555 | 561 | | | |
| | 562 | 567 | 569 | | | |
| | 587 | 589 | 605 | | | |
| | 638 | 639 | 661 | | | |
| | 666 | 675 | 680 | | | |
| | 694 | 695 | 696 | | | |
| | 702 | 703 | | | | |
| 1975 | | | | | | |
| International/Regional | 6 | 44 | 54 | 9 | 10 | 28 |
| | 85 | 110 | 143 | 29 | 45 | 277 |
| | 146 | 151 | 178 | 352 | 380 | 401 |
| | 187 | 197 | 199 | 452 | 531 | 546 |
| | 218 | 228 | 245 | 559 | 563 | 618 |
| | 264 | 273 | 283 | 657 | 701 | 704 |
| | 296 | 300 | 341 | | | |
| | 368 | 388 | 447 | | | |
| | 457 | 472 | 482 | | | |
| | 498 | 515 | 549 | | | |
| | 554 | 557 | 558 | | | |
| | 565 | 584 | 597 | | | |
| | 601 | 629 | 662 | | | |
| | 665 | 678 | 681 | | | |
| | 691 | 693 | | | | |
| National/Intranational | 8 | 32 | 53 | 11 | 30 | 37 |
| | 55 | 69 | 72 | 39 | 117 | 203 |
| | 80 | 100 | 104 | 207 | 215 | 224 |
| | 112 | 130 | 136 | 524 | | |
| | 181 | 183 | 200 | | | |
| | 243 | 249 | 253 | | | |
| | 254 | 280 | 291 | | | |
| | 319 | 326 | 327 | | | |
| | 330 | 337 | 342 | | | |
| | 348 | 418 | 419 | | | |
| | 429 | 430 | 465 | | | |
| | 496 | 499 | 514 | | | |
| | 526 | 529 | 534 | | | |
| | 540 | 541 | 545 | | | |
| | 607 | 611 | 612 | | | |
| | 616 | 645 | 655 | | | |
| | 705 | 712 | 713 | | | |

| | Theory | | | Program | | |
|---|---|---|---|---|---|---|
| 1976 | | | | | | |
| International/Regional | 17 | 78 | 86 | 362 | 371 | 376 |
| | 126 | 147 | 232 | 381 | 389 | 402 |
| | 321 | 365 | 377 | 406 | 439 | 451 |
| | 378 | 397 | 400 | 525 | 527 | 653 |
| | 410 | 417 | 421 | 685 | 700 | 709 |
| | 422 | 423 | 427 | | | |
| | 428 | 432 | 435 | | | |
| | 458 | 463 | 473 | | | |
| | 478 | 493 | 497 | | | |
| | 517 | 518 | 521 | | | |
| | 532 | 568 | 570 | | | |
| | 604 | 608 | 630 | | | |
| | 663 | 667 | 671 | | | |
| | 673 | 686 | 687 | | | |
| | 697 | | | | | |
| National/Intranational | 7 | 14 | 19 | 24 | 33 | 119 |
| | 26 | 31 | 67 | 125 | 166 | 479 |
| | 73 | 74 | 75 | 484 | 486 | 528 |
| | 91 | 97 | 98 | 537 | 583 | 652 |
| | 101 | 102 | 105 | 668 | | |
| | 109 | 113 | 137 | | | |
| | 140 | 161 | 167 | | | |
| | 172 | 190 | 206 | | | |
| | 211 | 217 | 241 | | | |
| | 262 | 263 | 270 | | | |
| | 290 | 292 | 303 | | | |
| | 307 | 315 | 324 | | | |
| | 334 | 343 | 355 | | | |
| | 374 | 375 | 395 | | | |
| | 399 | 405 | 414 | | | |
| | 436 | 440 | 446 | | | |
| | 450 | 454 | 460 | | | |
| | 481 | 483 | 488 | | | |
| | 490 | 491 | 500 | | | |
| | 501 | 504 | 505 | | | |
| | 522 | 571 | 581 | | | |
| | 582 | 585 | 606 | | | |
| | 660 | 674 | 676 | | | |
| 1977 | | | | | | |
| International/Regional | 132 | 144 | 231 | 46 | 57 | 66 |
| | 359 | 372 | 390 | 237 | 403 | 404 |
| | 461 | 466 | 467 | 415 | 462 | 468 |
| | 471 | 480 | 489 | 475 | 477 | 492 |
| | 511 | 519 | 552 | 538 | 617 | 622 |
| | 560 | 564 | 572 | 642 | 658 | |
| | 591 | 598 | 600 | | | |
| | 603 | 614 | 615 | | | |
| | 619 | 623 | 625 | | | |
| | 627 | 628 | 631 | | | |
| | 636 | 644 | 659 | | | |
| | 682 | 692 | 698 | | | |
| | 699 | | | | | |

| | Theory | | | Program | | |
|---|---|---|---|---|---|---|
| 1977 | | | | | | |
| National/Intranational | 15 | 16 | 18 | 38 | 107 | 118 |
| | 21 | 22 | 58 | 125 | 163 | 252 |
| | 94 | 124 | 131 | 487 | 489 | |
| | 134 | 138 | 168 | | | |
| | 180 | 202 | 205 | | | |
| | 210 | 214 | 222 | | | |
| | 229 | 230 | 237 | | | |
| | 239 | 242 | 246 | | | |
| | 255 | 267 | 269 | | | |
| | 271 | 274 | 298 | | | |
| | 302 | 306 | 310 | | | |
| | 313 | 338 | 363 | | | |
| | 393 | 409 | 453 | | | |
| | 456 | 474 | 485 | | | |
| | 494 | 539 | 542 | | | |
| | 573 | 574 | 575 | | | |
| | 576 | 577 | 578 | | | |
| | 579 | 580 | 586 | | | |
| | 588 | 590 | 620 | | | |
| | 626 | 633 | 635 | | | |
| | 646 | 664 | | | | |
| 1978 | | | | | | |
| International/Regional | 411 | 596 | | 621 | | |
| National/Intranational | 82 | 176 | 259 | | | |
| | 281 | 329 | 464 | | | |
| | 543 | 647 | | | | |

# IDENTIFIER SUMMARY

| Regional, National, Intranational | Number of Abstracts ERIC | IBE | Total |
|---|---|---|---|
| Afghanistan | 1 | | 1 |
| Africa | 2 | | 2 |
| Africa South of Sahara | | 1 | 1 |
| Algeria | 1 | | 1 |
| Arab Countries | | 1 | 1 |
| Asia | 1 | 5 | 6 |
| Australia | 9 | 8 | 17 |
| Austria | | 5 | 5 |
| Bangkok Regional Office | | 3 | 3 |
| Bangladesh | | 1 | 1 |
| Belgium | | 6 | 6 |
| Botswana | | 1 | 1 |
| Brazil | | 2 | 2 |
| British Columbia | 1 | | 1 |
| California (US) | 3 | | 3 |
| California North (US) | 1 | | 1 |
| Canada | 7 | 11 | 18 |
| China | | 1 | 1 |
| Columbia | | 1 | 1 |
| Connecticut (US) | 1 | | 1 |
| Costa Rica | 1 | | 1 |
| Cuba | 1 | 2 | 3 |
| Czechoslovakia | | 2 | 2 |
| Denmark | 1 | 5 | 6 |
| Dominican Republic | 1 | 1 | 2 |
| East Africa | | 1 | 1 |
| Eastern Europe | | 1 | 1 |
| Ecuador | | 2 | 2 |
| Egypt | | 1 | 1 |
| England (UK) | 3 | | 3 |
| England London (UK) | 1 | | 1 |
| Ethiopia | 1 | 2 | 3 |
| Europe | 12 | 6 | 18 |
| Europe West (Western Europe) | 1 | | 1 |
| Federal Republic of Germany (Germany FR) | 1 | | 1 |
| Finland | | 1 | 1 |
| France | 6 | 38 | 44 |
| French Speaking Africa | | 1 | 1 |
| Germany (Germany FR) | 2 | | 2 |
| Germany DR | | 3 | 3 |
| Germany FR | | 17 | 17 |
| Ghana | | 1 | 1 |
| Great Britain (UK) | 10 | | 10 |
| Greece | | 2 | 2 |
| Guatemala | | 1 | 1 |
| Haiti | | 1 | 1 |
| Hawaii (US) | 1 | | 1 |
| Hungary | | 3 | 3 |
| Iceland | | 1 | 1 |
| India | 5 | 11 | 16 |
| Indonesia | | 1 | 1 |
| Iran | | 2 | 2 |

| R - N - I | ERIC | IBE | Total |
|---|---|---|---|
| Iraq | | 1 | 1 |
| Ireland | 1 | 1 | 2 |
| Israel | | 5 | 5 |
| Italy | 3 | 11 | 14 |
| Italy Rome | 1 | | 1 |
| Jamaica | | 1 | 1 |
| Japan | 3 | 10 | 13 |
| Kenya | 1 | 2 | 3 |
| Korea | 1 | | 1 |
| Korea R | | 1 | 1 |
| Latin America | 1 | 3 | 4 |
| Lebanon | | 1 | 1 |
| Luxembourg | | 1 | 1 |
| Malawi | 1 | | 1 |
| Malaysia | | 1 | 1 |
| Mali | | 1 | 1 |
| Malta | | 2 | 2 |
| Massachusetts (US) | 1 | | 1 |
| Mauritius | 1 | | 1 |
| Mexico | | 1 | 1 |
| Minnesota (US) | 2 | | 2 |
| Morocco | | 1 | 1 |
| Netherlands | 1 | 6 | 7 |
| New South Wales | 1 | | 1 |
| New York (US) | 5 | | 5 |
| New Zealand | 1 | 2 | 3 |
| New Zealand Outag | 1 | | 1 |
| Niger | | 1 | 1 |
| Nigeria | 1 | 1 | 2 |
| North America | | 1 | 1 |
| Norway | 3 | 10 | 13 |
| Ohio (US) | 2 | | 2 |
| Ontario Ottawa (Canada) | 1 | | 1 |
| Pakistan | | 2 | 2 |
| Pennsylvania (US) | 2 | | 2 |
| Peru | 2 | | 2 |
| Philippines | 1 | 1 | 2 |
| Poland | 2 | 11 | 13 |
| Quebec (Canada) | 1 | | 1 |
| Rhode Island (US) | 1 | | 1 |
| Romania | | 1 | 1 |
| Saskatchewan (Canada) | 1 | | 1 |
| Scandinavia | 1 | 2 | 3 |
| Senegal | | 1 | 1 |
| Sierra Leone | | 1 | 1 |
| Singapore | | 5 | 5 |
| South America | 1 | | 1 |
| South East Asia | | 1 | 1 |
| Southern Africa | 1 | | 1 |
| Spain | 1 | 3 | 4 |
| Sri Lanka | | 1 | 1 |
| Swaziland | | 1 | 1 |
| Sweden | 9 | 17 | 26 |
| Switzerland | | 10 | 10 |
| Tanzania | 2 | 4 | 6 |
| Thailand | 2 | 1 | 3 |



71

72

| R - N - I | ERIC | IBE | Total |
|---|---|---|---|
| Turkey | 1 | 1 | 2 |
| Uganda | 1 | | 1 |
| Union of Soviet Socialist Republics | | 5 | 5 |
| United Kingdom | 1 | 25 | 26 |
| United States | 9 | 68 | 77 |
| Upper Volta | | 1 | 1 |
| Venezuela | | 1 | 1 |
| Wales | 1 | | 1 |
| West Germany (Germany FR) | 2 | | 2 |
| Western Europe | 1 | 7 | 8 |
| Yugoslavia | 4 | 5 | 9 |
| Zambia | 1 | 2 | 3 |
| Totals | 154 | 393 | 547 |

# LIST OF ABBREVIATIONS

| Acronym | Agency or Organization |
|---|---|
| ACE | Association for Continuing Education |
| ACEID | Asian Centre of Educational Innovation for Development |
| ADELL | Adult Education and Lifelong Learning Clearinghouse (ERIC) |
| AWEP | A World Employment Programme (International Labour Office) |
| CAEL | Council for the Advancement of Experiential Learning (formerly, Cooperative Assessment of Experiential Learning) |
| CASE | Commission on Accreditation of Service Experience |
| CCC | Council for Cultural Cooperation (Council of Europe) |
| CEAS | Co-operative Educational Abstracting Service |
| CEDO | Center for Educational Development Overseas, United Kingdom |
| CEPES | Unesco European Centre for Higher Education in Bucharest |
| CERI | Centre for Educational Research and Innovation (OECD) |
| CESI | Centre for Higher Industrial Studies |
| CEU | Continuing Education Unit |
| CLENE | Continuing Library Education Network and Exchange Assembly |
| CMPT | Canada Manpower Training Program |
| CAEO | Coalition of Adult Education Organizations |
| COP | Career Opportunities Program |
| DHEW/OE | Department of Health, Education, and Welfare/ Office of Education |
| EBCE | Experience-Based Career Education |
| ECA | Economic Commission for Africa (United Nations) |
| ECS | Education Commission of the States |
| EEC | European Economic Community |
| ERIC | Educational Resources Information Center |
| ESEA TITLE III | Elementary Secondary Education Act Title III |
| ESA TITLE V | Elementary Secondary Education Act Title V |
| EUDISED | European Documentation and Information System for Education |
| FCC | Federal Communications Commission |
| FYDP | Foundation for Youth Development of the Philippines |
| GERMANY DR | German Democratic Republic (East Germany) |
| GERMANY FR | Federal Republic of Germany (West Germany) |
| IAU | International Association of Universities |
| IBE | International Bureau of Education |
| ICAE | International Council for Adult Education |
| ICE | International Conference on Education |
| ICED | International Council for Educational Development |
| IEEE transactions on education | Published by Institute of Electrical and Electronics Engineers, Inc. |
| IERS | International Educational Reporting Service |
| IEY | International Education Year (1970) |
| IIALM | International Institute for Adult Literacy Methods (Teheran) |
| IIEP | International Institute for Educational Planning |
| ILO | International Labour Organisation |
| INNO | Innovation (A newsletter distributed by the International Educational Reporting Service) |
| ISCO | International Scientific Council |
| MOBRAL | Movimento brasileiro de alfabetizacão (Brazilian literacy movement) |
| NCES | National Center for Education Statistics |

| Acronym | Agency or Organization |
|---|---|
| NIE | National Institute of Education (DHEW) |
| NMI | National Manpower Institute |
| OAU | Organization of African Unity |
| OECD | Organisation for Economic Co-operation and Development |
| OISE | Ontario Institute for Studies in Education |
| PEC | Peuple et Culture |
| PWE | Post-Work Education |
| SIRE | Series of International Reports on Education |
| TAFE | Technical and Further Education |
| UIE | Unesco Institute for Education |
| UIEH | Unesco Institute for Education, Hamburg |
| UK | United Kingdom |
| UNESCO (Unesco) | United Nations Educational, Scientific, and Cultural Organisation |
| US CONGRESS | United States (of America) Congress |
| USSR | Union of Soviet Socialist Republics |
| WCOTP | World Confederation of the Organisations of the Teaching Professions |
| WICHE | Western Interstate Commission for Higher Education |

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Sample Entry

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The report defines and describes /recurrent education/ as conceived by the 1968 Educational Commission in /Sweden/, and shows the objectives, motives and problems of new /educational strategies/ in the context of /lifelong education/ - Important objectives are: /equal education/, especially to bridge the gap between older and younger /employees/; flexibility to meet the demands of the /labour market/, a common set of /values/ for work and school; /teaching methods/ related to present or future occupations. Problems are: necessary changes in /secondary schools/; /selection procedures/ which do not allow for previous /work experience/; necessary /decentralization/ of /higher education/; /social welfare/ aspect; division of responsibility between public and private sectors.

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77



78

# A

(1)
ED 029 227
Adiseshiah, M.S. Annual Conference of the Indian Adult Education Association, Pondicherry, 1968. The call of adult education: living to learn together, learning to live together. Presidential address. 25 p.

The educational and social heritage of India has limited the development of creative spontaneous minds needed to meet the changes of the 20th century. The formal, irrelevant education, confined to the earlier years of an individual's life may only prepare him for a minimum of seven to 15 years of work during his adult life. Because India presently exists somewhere between the pre-industrial and industrial stages, the country must accommodate monumental and often unpredictable change. Development of a philosophy of lifelong learning will be necessary to meet the challenges of a changing world, which in turn will demand a change of educational objectives, organization, content, and methods. There can no longer be the conflict between science and arts, humanities and technology, general and vocational learning, utilitarian and non-utilitarian education, primary versus secondary, and school versus adult literacy. The development of a practical program of lifelong learning will require interdisciplinary research and cooperation which will be challenged by the inertia of the Indian society.

(2)
ED 075 708
Ahmed, M. American Association for the Advancement of Science Meeting, 139th, Washington, D.C., 1972. Nonformal education: problems and prospects. Essex, Connecticut, International Council for Educational Development, 1973. 24 p.

The confluence of three major forces has given a new significance to nonformal education for the developing countries--denied educational opportunities and resource constraints, questions about the relevance of formal education, and growing awareness of the importance of lifelong education. The absence of inadequacies of concepts and priorities of rural development are a fundamental impediment to the progress of nonformal education because they should set the context for education, help define the educational tasks, and provide the criteria for assessing educational performance. Signs of progress in overcoming this obstacle are indicated in that economists and development planners have become disillusioned with the relentless pursuit of the growth of GNP and are making the elimination of problems of poverty one of the goals of development. Educational obstacles to the progress of nonformal education include: the narrowness of the concept of education; fragmentation of organization and program; resource problems; problems of knowledge, techniques, and capabilities; and the responsibilities of international agencies. Major features of the new learning system, if continued progress is made, will be: wider distribution of education and structural flexibility, freedom of education from lock-steps of levels and grades, enlargement of educational resources, shared responsibilities between schools and employing agencies for occupational preparation, and local variations and flexibility.

(3)
ED 034 931
Allen, J.E., Jr. Galaxy Conference on Adult and Continuing Education, Washington, D.C., 1969. The educational third dimension. Address. 12 p.



We must know more about adult education, why people enroll, who they are, and what they expect; we must develop new and better techniques for serving them; and we must define the role of government. Some have proposed a national center for lifelong learning, which could interpret data on adult education and serve as the instrument in developing a network of communications among adult education programs. It could work jointly with the Office of Education to develop data collection requirements. Local lifelong learning councils could provide opportunities for adults to join in local task-centered activities seeking solutions to community and human problems. This system might become the central ingredient in the reform of education at all levels.

(4)
ED 114 482
Australian Association of Adult Education. Lifelong education: conditions, needs, resources: volume 2. Canberra, Jan. 1974. 99 p.

The document contains recommendations and section reports from the National Conference on Lifelong Education, which the Australian Association of Adult Education organized and held in Canberra on November 23-29, 1973. Aims of the conference were to examine: (1) the present condition of Australian society as this bears on lifelong education, (2) the present provision of educational opportunity for adults, and (3) existing and expected needs for the development of facilities for lifelong education. Recommendations are categorized under headings of: general orientation, values, and purposes; general implications for education; qualifications for school work; shared use of total community learning resources; learning consultants and their preparation; teaching and learning media; provision for special groups; communication, coordination, and administration; financial aspects; and areas for inquiry. More than half of the document consists of the seven section reports on: lifelong education and recreation; technology, media, and lifelong education; lifelong education and the learning process; training and retraining (needs, problems, and strategies); resource utilization/administrative and financial structure; communities and organizations; and lifelong education and women.

# B

(5)
ED 014 663
Belbin, E., Belbin, R.M. International Congress of Gerontology, 7th, Vienna, 26th June to 2nd July, 1966. New careers in middle age. Separatum to proceedings. International Association of Gerontology, 1966. 13 p.

Serious problems exist in retraining older workers, but where an appropriate method of training can be developed, older trainees can achieve results comparable with those of their younger colleagues. Specific requirements of the middle-aged learner include long and uninterrupted learning sessions, greater consolidation of learning before new skills are attempted, accurate responses and rapid feedback during learning, self-structured learning programs and avoidance of competition, and active mental participation during learning (learning by discovery rather than by rote). Problems of steering older workers into training can be alleviated through personal counseling and the use of group training. Home study combined with periodic practical training and group tutorials has been successful, especially when trainees have had some learning activity since leaving school. Real

employment security rests on the ability to move from one job to another and here training of the middle-aged in new skills plays a vital role. The young worker, too, must accept lifelong learning in a flexible pattern of work and study.

(6)
ED 101 216
Bell, T.H. Adult education--another name for lifelong learning. Paper prepared for the Multi-National Workshop on Basic and Functional Education for Adults, Dulles Airport, Virginia, 5 Jan. 1975. 11 p.

Adults, whatever their competence, are not obsolete. Education for adults is the font we must draw on to make possible the new environment in education that we call lifetime learning and recurrent education. Following the lead of Europe in planning broad-based adult education programs, the United States has begun to fund and operate diversified programs. The adult education division of the Office of Education, in a recent study, has identified the minimal needs in all literacy areas for an American adult. Acknowledging that the average reading and computational ability of adults was found to be at the five-year level, we must begin to address the special problems of the functionally undereducated. We must understand the adult student's goals, supply the basic tools within the specific work and cultural setting, and create habits of life-long learning. If we are to make life-long learning and recurrent education more than a token, American education institutions must become open-ended, built around competency based modules or units of learning. We must include coping skills as well as job skills, the humanities as well as vocational training. All facets of learning are necessary to make the whole person and the whole life.

(7)
ED 124 079
Bell, T.H. Higher education management in today's world. Paper prepared for meeting of the board of directors of the National Center for Higher Education Management Systems, Washington, D.C., 8 Apr. 1976. 12 p.

A few key trends in higher education and the current federal philosophy of support to higher education are addressed. It is noted that higher education is becoming increasingly accessible to all segments of the population and that increasing numbers of students put priority on learning skills they need for employment rather than on a general education. More people beyond the usual college age of the late teens and early twenties are enrolling in postsecondary education, and the idea of lifelong education has spread. Federal efforts have been concentrated on equalizing opportunity, improving the quality and relevance of education, and providing limited general support to state and local education agencies, developing postsecondary institutions, and adult and vocational education. The financial plight of higher education and the impact of inflation is discussed, as illustrated most starkly by the small private liberal arts colleges in the U.S. Variables that will affect the future of higher education are seen as the federal education policy, the economy, the nature of society, and ethnicity and social class.

(8)
ED 110 007
Bell, T.H. Our schools and lifelong learning. Paper prepared for the Annual Quest Consortium of the American Federation of Teachers, 4th, Chicago, 25 Apr. 1975. 11 p.



In 1969 the Census Bureau carried out a study that found that nearly 85 percent of the participants in all kinds of adult education had successfully completed high school or a higher level of education. The study further showed that the more schooling an adult had completed, the more likely he or she would be to pursue some kind of further education. A study, in progress for more than three years, has been examining the question of what is a minimally effective core education for adults. The study has established adult proficiency levels based on real life situations, and has shown that one out of five American adults, an estimated 15 to 20 million, today lack the basic skills required to sustain themselves and their families. To find ways of reaching these adults and convincing them that they can take hold of their own destinies, and then delivering on that promise, is a mission of the highest order in education. A plan for life-long learning should help adults find meaning and fulfillment in their living, provide them with the skills to be productive and independent, and increase their capacity to function as parents with love, hope, and guidance for their children.

(9)
ED 133 858
Bennett, N., Vorapipatana, K. Unesco. International Institute for Educational Planning. IIEP Seminar on The Planning of Learning Arrangements of All Kinds for Local Communities, December 9-17, 1974. Towards community-centered education for national harmony and development in Thailand, IIEP Seminar Paper: 13. Paris, IIEP Publications, 1975. 32 p.

Though various adult and nonformal adult education programs have existed in Thailand over the last half-century, up to quite recently most of these remained second-class copies of the full-time formal school system. The new adult education programs concentrate on creating situations and raising issues relevant to the villagers' environment. The programs encourage villagers to discuss their problems among themselves and to examine various possible alternative solutions. Through sharing their own experiences in class and in other semiformal activities, the villagers find solutions to their problems and gradually master the process of "khit phen". Desciptions are given of three programs that are currently in operation--the functional literacy program, newspaper reading centers, and the school equivalency adult education curricula--and of three programs in the planning stage--a skill training system to meet the needs of villagers, lifelong education centers, and regional adult education centers.

(10)
ED 138 401
Bizot, J. Educational reform in Peru. Experiments and innovations in education no. 16. Geneva, International Bureau of Education, 1975. 72 p.

In 1970 the Commission for Educational Reform, established by Peru's revolutionary government, published its general report giving a detailed analysis of the old system's shortcomings, a statement of the philosophical principles which should guide any alternative system, and a description of the form which such an alternative pattern might take. The 1972 general education law instituted a new education system, "Fundamentally Humanist in Inspiration and Genuinely Democratic in Vocation". Underlying the new system was the concept of lifelong education. In particularly underprivileged rural areas, special programs were provided to offset the adverse effects of socioeconomic, cultural, and nutritional deprivation during the early stages of a child's development. The "Nucleos Educativos Communales" (NEC), the key element

in the reform, incorporated all the educational services of the community and furnished the machinery by which the community could take its legitimate place in the educational process. Focusing on the NEC system, this publication examines the theory and practice of this educational reform and its relationships to other reforms. Discussed are the reform's philosophy and aims; innovative structures and reorientation; decentralization; the Nuclear experiments; objectives and organizational structure; teaching staff; problems and solutions; and the educational centres at Villa El Salvador, Iscuchaca, and Imacita.

(11)
ED 120 033
Bobbitt, N. Home as a learning center. Washington, D.C., Bureau of Occupational and Adult Education (DHEW/OE), 1975. 253 p.

This is the final report of a project initiated in August 1974, designed to determine the feasibility of the home as a learning center. The report is written for the practitioner, the family-living and occupation teacher, teacher educators, and nonformal community educators. Five major sections comprise the final report. The first section presents the conceptual framework for the research study. The paper stresses a need for reemphasizing the educative role of the family and assisting it in making the home an effective learning center. The concept of the home as a learning center, as developed in the paper, examines individual learning pursuits and lifelong education in the home setting, learning throughout the family life cycle, and resources used in home learning. The second part of the document presents the data results of a survey of blue-collar families in three stages of the life cycle to determine the feasibility of the home as a learning center. The third section provides a curriculum design for family-life and occupational education. The last two sections present statements of recommendations and next steps for family-life and occupation educators for developing the home as a learning center; and a summary article, Home as a Learning Center. Appendices conclude the document.

(12)
ED 039 434
Bonacina, F. L'education permanente en Italie; motivations sociologiques et perspectives culturelles (continuing education in Italy; sociological motives and cultural perspectives). Strasbourg, Council of Europe. Council for Cultural Cooperation, 1969. 40 p. FREN

This review of continuing education in Italy begins by examining some of the growing social and economic pressures conducive to educational change. It then outlines recent developments in educational and instructional television; the objectives and postwar legal basis of mass adult education; and provisions in such areas as literacy education, apprentice training, cultural education, correctional education, parent education, and residential programs. Objectives and proposed content of project 80 (a nationwide scheme to expand continuing education during the 1970's and 1980's) are also described, followed by some closing observations on the role of lifelong learning in modern society.

(13)
ED 028 733
Bonnen, J.T. Overcoming the constraints of the present university system. East Lansing, Michigan State University, Michigan, 1968. Paper prepared for the symposium on the University and the Transformation of Social and Political Institutions, Chicago, Illinois, 1968, 29 p.

Various characteristics of the American University operate to constrain its participation in changing economic and social institutions. It is understood that the university has multiple roles, has a long legitimized public service role which is becoming a university-wide commitment, must respond responsibly to the pressures for wider involvement in problem solving, is acquiring responsibility for lifelong education, is an instrument of national purpose and is a major component of the power structure. We are a society of large scale organizations. The implications of a social order dominated by large scale organizations and the ideal nature of a university's problem-solving mission have a considerable impact on the strategy that is adopted. The organization of the university has prevented a coordinated assault on urban problems; and although campuses resent having new organizational forms imposed on them from the outside, a national interdependent system of higher education is developing which will, perhaps, be more effective in accomplishing social change. The university today is beset with conflicting pressures from both within and without. If it is to attempt to alter social institutions, the faculty must become more conscious and respectful of the diversity of norms underlying behavior within the university; the reward system must be changed; the nature and processes of the university should be communicated to faculty and students; and some university outreach activities should be instituted.

(14)
ED 138 832
British Columbia Depart. of Education. Report of the Committee on Continuing and Community Education in British Columbia. Victoria, 1976. 95 p.

The work of the Committee on Continuing and Community Education in British Columbia (composed of adult educators from universities, vocational schools, community colleges, school districts, and a community education center), forms the basis of this report. (The Committee was appointed to study and recommend future policy on funding, administration, and programing of adult education activities of all public educational institutions.) Overall, higher educational priority and increased provincial government financial support for adult education is advocated. The recommendations presented stress the need for adoption of the concept of lifelong learning, tuition-free educational opportunity for every citizen to a level of grade 12 or its equivalent, and the government's role in the development of adult education. Major content is presented in seven sections: (1) the present situation, (2) goals and principles, (3) structure and roles (coordination of provincial and district levels and the roles of institutions), (4) finance, (5) special concerns (program development and access, training in adult education, research, and collective agreements), (6) issues for further investigation, and (7) summary of recommendations. The appendixes include a glossary, program categorization table, suggested funding guidelines, a schedule of public meetings, and a list of briefs, letters, etc. Submitted to the Committee.

(15)
ED 149 137
Broschart, J.R. Lifelong learning in the nation's third century. A synthesis of selected manuscripts about the education of adults in the United States. Washington, D.C., Office of Education (DHEW), 1977. 55 p.

This synthesis of selected manuscripts, submitted to the Bureau of Occupational and Adult Education to aid in developing position statements

that reflected the Bureau's view of chief issues surrounding the concept of lifelong learning, presents an overview of adult education in the United States. The first section is a brief listing of the public policy issues regarding the development of a lifelong learning concept. The remainder of this booklet presents information relative to the following three broad areas of investigation: (1) the adult learner covers learning definitions, learning theories, adult education, adult learners and educators (includes institutional delivery and self-initiated learning), learning performance, and life stages; (2) the context for learning discusses barriers to adult learning (institutional, personal, social, and conceptual barriers), demographics for the year 2000, and some central issues; and (3) lifelong learning: a conceptual frame examines the common themes found in the manuscripts regarding the concept of lifelong learning.

(16)
ED 153 658
Brown, F.E. Lifelong learning: alternative education and the American public library. Paper presented at the Annual Conference of the American Library Association, Detroit, Michigan, 1977. 16 p.

Three principal perspectives which serve as the basic rationales for the growth of alternative education since World War II are: (1) sociological--the altering of traditional formats of education in terms of organization, adaptation, socialization, and integration; (2) psychological--the belief that the student cannot be manipulated but is unique in his experience, potential, and growth rate; and (3) philosophical--the belief that the student performs best in situations of freedom from rules, constraints, and competition with peers. A corollary development to alternative education is the development of the concept of lifelong learning which emphasizes the ability for self-learning and utilization of all educative resources, formal and non-formal. There are implications for public libraries in this scheme: library specialists are needed to provide special learning experiences for pre-school children to promote attitudes favorable to lifelong learning; more formal coordination is needed between public libraries and alternative schools at the K-12 level; strengthened goals and increased federal, state, and local funding are needed for library adult literacy programs; and library support, ranging from the provision of requested materials to serving as community learning centers with special facilities and personnel, is needed by adult independent learners whether they are pursuing personal interests or enrolled in non-traditional degree programs.

(17)
ED 134 102
Burn, B.B. Reflections on an international seminar. Higher education in a changing world. Conference report no. 3. New York International Council for Education Development, 1976. 56 p.

This commentary is based on an International Council for Educational Development (ICED) seminar held in conjunction with the Aspen Institute for Humanistic Studies at Aspen, Colorado, in July 1975. Some of the broader issues raised there are explored: economic dilemmas, interdependency of world economy, forces of continued higher education expansion and flexibility, demographic trends, pressures for equality, and other higher education problems. Other areas covered include the diversification of students and their needs, the professoriate, and administrators; changing aims and management regarding recurrent education, liberal education, career training, higher education planning, the power of administrators, bureaucratic impact, size of institutions, and erosion of "community". A consensus examined is that at least some universities should stand apart from society rather than being a part of it, in the sense of responding to regional, national or even international needs if they were determined from without.





# C

(18)
ED 146 449
Caldwell, P.A. Information systems: an introduction for adult educators. Speech presented at the National Adult Education Association Meeting, Detroit, 31 Oct. 1977. 25 p.

In this paper, the author's primary focus is on a marketing information system and its potential importance for adult educators. The content is in seven sections. The first two sections briefly introduce information systems in general and their relevance for adult educators. The third section briefly describes general management information systems; the Massachusetts Adult Basic Education Information System is provided as an illustration. The next two sections briefly highlight two systems, research or resource information systems and occupational information systems. The ERIC Clearinghouse on Career Education and the Adell (Adult Education and Lifelong Learning) Clearinghouse are provided as examples for the first system and the Massachusetts Occupational Information System is used to illustrate the latter system. The sixth section describes the marketing information system, outlines key questions for determining the marketing information needs of managers, discusses five functional components of the system (information sources, collection, process, reporting, and information uses), and identifies the dimensions along which the system might be evaluated. The final section discusses the functional components of a marketing information system for continuing education and summarizes some of the benefits anticipated for a continuing education program through the use of the system.

(19)
ED 128 053
California Community Colleges. California community colleges 5 year plan, 1976-1981. Plan and appendix. Sacramento, 1976. 172 p.

This is the first statewide five-year plan for the California community colleges. The newly adopted statement of philosophy and goals emphasizes the community college's role as a community-based institution of lifelong learning. In addition to presenting this new statement, the report details the planning process to be used in updating this plan, reviews the enrollment projections obtained from various agencies, presents a series of proposed state-level policies, and describes the district program and facility plans approved by the Board of Governors for the first year of the plan and tentatively proposed for the last four years. An examination of the master plans for the various community college districts shows that 440 new academic and vocational programs are scheduled for implementation during 1976-77. The largest relative growth is anticipated in the areas of regional studies, health services, home economics, law, and public affairs and services. The appendices contain the information and documentation utilized in the development of the master plan. Included are enrollment and job opportunity/employment summary projections, extended social forecasts, and discussions of future contingencies likely to have some effect on the community college. Analyses of existing programs and district profile

summaries complete the appendices.

(20)
ED 076 089
California State Legislature. Draft: Report of the Joint Committee on the Master Plan for Higher Education. Sacramento, 1973. 125 p.
To enable California higher education to realize its major purpose of responding to the learning needs of California citizens and society, the Joint Committee on the Master Plan for Higher Education finds the following objectives critical for planning in the next decade; (1) academic freedom and responsibility; (2) equal and universal accessibility for persons of both sexes and all races, ancestries, incomes, ages, and geographies; (3) lifelong learning opportunities for persons with capacity and motivation to benefit; (4) diversity of institutions, services and methods; (5) flexibility to adapt to the changing needs of students and society; (6) cooperation between institutions in assessing area educational needs and resources, and meeting those needs; (7) involvement with local communities in providing educational services and utilizing community resources in the educational process; (8) increased understanding of the learning process to be sought and applied throughout higher education; (9) discovery of qualitative and quantitative evaluation methods for learning, research and teaching; and (10) accountability throughout higher education. Thus, this document presents recommendations for the Master Plan of Higher Education in California in keeping with these objectives.

(21)
ED 148 200
California State Postsecondary Education Commission. Educational brokering in California. I. an introductory report and II. proceedings of the conference, the role of nonaccredited contracting agencies in California postsecondary education. Sacramento, 1977. 168 p.
One of a series of reports on lifelong learning in California, this report reviews the concept of educational brokering and presents the proceedings of the 1977 conference, "The Role of Nonaccredited Contracting Agencies in California Postsecondary Education". An educational broker is an organization or an individual serving, for a fee, as an agent of one or more degree-granting institutions. Services provided may include student or faculty recruitment, records processing, program development, or program and faculty review. Four basic elements are described that have contributed to the development of educational brokering: general societal factors, characteristics of the educational climate, institutional factors, and the profit motive. The status of educational brokering in California is reviewed along with its future outlook and policy issues it raises. Among the appendices are a broker questionnaire, institutional questionnaire, list of educational brokers, agent permits, and a list of out-of-state institutions operating in California.

(22)
ED 139 337
California State Postsecondary Education Commission. Planning for postsecondary education in California: a five-year plan update, 1977-1982. Sacramento, 1977. 222 p.
This is an update of the first five-year plan for postsecondary education in California, adopted in 1976. While continuing to reflect a concern with developing a more effective and better coordinated system of education, it deals to a greater extent with problems and issues of direct concern to students and potential students; equal educational opportunities for minorities, women, and handicapped; the equitable provision of lifelong learning opportunities for older part-time students; the rising costs of attending college; the declining level of writing skills attained by recent high school graduates; issues related to the ability of public and independent postsecondary segements to maintain quality programs in a period of slowing enrollment growth; and the role of the state in institutional accreditation.

(23)
ED 061 749
California Univ. Berkeley. Lifelong learning films; 1972-1973. Berkeley, University of California Media Center, 1972. 238 p.
Over 450 newly acquired films are described in this brochure. They are, for the most part, short black-and-white 16 mm films produced by the University of California Extension Media Center and selected films from other producers. The main entry section arranges the films alphabetically by title; it gives an annotation, the running time, rental/purchase price, and production date. An index classifies film titles into appropriate categories. The films cover a wide range of subjects including anthropology, education, geography, future studies, history, medical sciences, physical sciences, social studies, world affairs, and psychiatry. Full ordering information is given.

(24)
ED 144 640
California Community Colleges. Selected proceedings of the National Conference on Community Services in the Community College. San Diego, May 1976. 190 p.
This compilation of 25 papers presented at the National Conference on Community Services in the Community College would be useful to anyone seeking to establish or modify a community service program. The authors describe programs and practices at various community colleges and offer recommendations for improving both. Subjects addressed include: the role of community services in the community college; community services needs assessments, planning, administration, and evaluation; community services programs at multicampus districts, noncampus districts, urban schools, and rural schools; coordination of the community college community services effort with other community institutions and agencies; merging community services and lifelong learning; staffing community services programs; correctional education; and methods of involving adults and senior citizens in the community college. Contributors include: Robert Theobald, John Vasconcellos, Ray Witherspoon, Ray Johnson, Bernard J. Luskin, George V. Vaughan, J. Wade Gilley, Martha Turnage, James F. Gollattscheck, Eugene E. Dubois, Marv Weiss, Arthur N. Cherdack, Robert E. Lahti, John Losak, James L. Wattenbarger, Peter F. Drucker, Leslie Purdy, Donald F. Mortvedt, Timothy Walch, Thomas M. Hatfield, Richard M. Stafford, Sylvia McCullom, Selma Zarakov, Jared B. Sharon, Louis W. Bender, and Suzanne Brooks.

(25)
ED 038 592
Capelle, J. The development of permanent education in France. Strasbourg, Council of Europe, Council for Cultural Cooperation, 1968. 47 p. Studies on permanent education, no. 1/1968.
This study is concerned with informal education activities (in France) to promote socio-professional advancement for adolescents up to the age of majority and for adults up to the age of about 40. The three types of activity considered (training, retraining, and further train[illegible]) are

carried on by many organizations--all under the authority of the state--run by professional bodies, firms themselves, or by private enterprise. State activities include the Conservatoire National Des Arts et Metiers and the Association pour la Formation Professionnalle des Adultes, set up by the Ministry of Labour. Research bodies were set up at the University of Nancy and others. Recently created "Vocational Education Sections" are intended for adolescents who have left school early. Training is also provided by corporative bodies and by firms, either through their own facilities or through those of professional or private activities. There is a need for synthesis of this informal education with formal aspects; this will call for a new approach to formal education and organization of the system of informal education.

(26)
ED 123 431
Carlson, R.A. European adult education yesterday and today: some questions worth pondering. Paper presented at a graduate colloquim seminar at Northern Illinois University, Dekalb, Illinois, Apr 1976. 15 p.

Key government advisers in Europe today are asking what is so important about this so-called "higher life" that it should be allowed to stand in the way of more "relevant," more "appropriate" adult education--adult education that meets the "real needs" of the people, needs that are defined almost exclusively by the planners as economic and material needs. No matter how hard one tries to make distinctions among the terms "continuing or lifelong education," "education permanente," and "recurrent education," they have become the catch-words of competitive bureaucracies, each seeking leadership in what appears to all of them to be Europe's new growth industry in education--adult education in behalf of economic and material prosperity. European adult educators, in general, would appear to be accepting the trend as inevitable although some are quite reluctant about it. When one hears all these good words and the promises of progress through innovation in adult education, I think it would be wise for Europeans and North Americans alike to ponder longer and harder than they have as yet done. For, make no mistake, the issues confronting Europe are confronting us today in North America.

(27)
ED 076 878
Carter, G.L. Jr. Continuing education for the professional. Speech given before the Academic Staff Association, University College, Dublin, 24 Mar 1973. 17 p.

University education for the practicing or aspiring professional-practitioner should be considered the beginning or extension of lifelong learning, a continuing educational requirement. University extension programming at the University of Wisconsin covers a wide range of professional, farming, and other areas. Efforts are underway to redesign curricula on a more relevant basis than that of the logic of the structure of knowledge, the typical organizing structure. Curricula at the Minnesota Metropolitan State College and at the Kellogg Agricultural Extension Center of University College, Dublin, are competency-based. Students qualify for a degree by demonstrating their competence in five areas.

(28)
ED 129 296
Center of Studies and Realizations for Permanent Education, Paris. Multinational exchange mechanisms of educational audio-visual materials. Situations and suggestions. Paris, Unesco, Div. of Methods, Materials, and Techniques, 1975. 77 p. (See ED 129 297 Center for related document.)

An analysis of existing multinational audiovisual materials exchange organizations, including five nonproducing and three producing national systems and seven nonproducing and five producing international networks, provided the data for an analysis of problems associated with cooperative endeavors, some suggestions for appropriate institutional structures, and various strategies for implementing sharing arrangements. Four models were abstracted from the data. Model A organizations provide information through cataloging existing audiovisual materials. Its members obtain materials from different producers. Model B organizations stock and distribute materials which are purchased or produced by its members. Members of Model C determine their audiovisual materials policies collectively. Model D pursues the objective of pooling or common creation of production tools. The structures, implementation strategies, and problems confronted by exchange mechanisms are functions of their objectives. Problems can be overcome through clear specification of goals by the concerned countries or agencies with the coordinating or financing organization. Implementation generalizations drawn from current experiences suggest that it is better to progressively amplify existing mechanisms as needs and desires for cooperation evolve rather than create a complex exchange mechanism all at once. Appendices to the report are contained in a companion volume.

(29)
ED 129 297
Center of Studies and Realizations of Permanent Education, Paris. Multinational exchange mechanisms of educational audio-visual materials. Appendixes. Paris, Unesco, Div. of Methods, Materials, and Techniques, 1975. 131 p. (See ED 129 296 Center for related document.)

These appendixes contain detailed information about the existing audiovisual material exchanges which served as the basis for the analysis contained in the companion report. Descriptions of the objectives, structure, financing and services of the following national and international organizations are included: (1) educational resources information center (ERIC); (2) dokumentationsring padagogik (DOPAED), West Germany; (3) the data bank omstitut fur film und bild in Wissenschaft und Uterricht (FWU), West Germany; (4) data bank with direct access of the University of Quebec (BADADUQ); (5) the proposed didactics library of the University of Quebec; (6) National Office for Technical Development, Hungary; (7) Council of Education Technology (CET), United Kingdom; (8) French Office of Modern Educational Techniques (OFRATEME); (9) Eolienne Editions, France; (10) European Documentation and Information System for Education (EUDISED); (11) Association of Universities partially or wholly in the French Language (AUPELF); (12) International Council on Teaching Methods (CIME); (13) European Union of Radio Broadcasting; and (14) Nordisk Voksen-Undervisningsprosjekt (NOVU). In addition, exerpts from 1974 reports on national and international disposition toward copyrights and problems posed by medium transfers, dubbings and program duplication are included. A 1975 French study of film library automation is outlined.

(30)
ED 124 047
Champagne, J.E. Higher education. Lifelong learning and community service: a profile of action and responsibility. Houston, Texas, Houston University Center for Human Resources, 1975. 166 p.

Two projects, designed to serve as technical input to the developing Texas state plan for higher continuing education, focused on: (1) enrollment trends and needs, institutional activities, and statewide planning across the nation; and (2) higher education and community services. Both projects involved extensive survey work of institutional visits across the country, and interaction by mail, phone, and personal visits with hundreds of practitioners in the field. This document is an update of a 1974 project report. It revises the two project reports and includes the results of the research of the project on higher education and community services. Presented are: (1) current issues and participation; (2) urban college and university programs in lifelong learning; (3) college and university programs in community service; (4) statewide planning and programs for the adult learner through higher education. Statistical data and recommendations are also included.

(31)
ED 128 582
Charland, W.A. Jr. A new look at lifelong learning. Yellow Springs, Ohio, Unior Press, 1976. Monograph III. 7 p.

Addressed to those who are involved in the education of adults, this paper reviews hypotheses of patterns in adult development, and discusses possible roles of educators and educational programs in facilitating growth throughout adult life. The following topics are included: time and life cycle, socialization and roles, stages of development and learning, one woman's development: an example, learning as socialization, and learning as personal growth. A list of references is given.

(32)
ED 112 725
Christoffel, P., Rice, L. Federal policy issues and data needs in postsecondary education. Final report to the National Center for Education Statistics. Washington, D.C., National Center for Education Statistics (DHEW), 1975. 107 p.

Major policy issues are delineated and specific categories of postsecondary education data identified that are needed at the federal level to address these issues. This report constitutes a significant phase in the common core of data (CCD) program which is a major new concept of the National Center for Education Statistics. CCD provides an integrated and interlocking system of educational statistics to meet federal, state, local, and institutional needs for planning and management. Federal policy issues include providing equal educational opportunities, meeting manpower needs, promoting recurrent education, stimulating educational diversity, and encouraging research in the national interest. The data needs reflect the broad dispersal of federal programs supporting postsecondary education and the important policy issues underlying them. The identified data needs call for varied collection methodologies, including surveys, samples, and case studies. NCES is suggested to provide a data coordination role as a national center with expanded operations and influence, as well as coordination with states and the postsecondary education community of associations, institutions, and individual researchers.

(33)
ED 134 058
Christoffel, P., comp. Federal programs supporting lifelong learning. Washington, D.C., George Washington University Institute for Educational Leadership, 1976. 50 p.



Approximately 275 federal programs support some form of lifelong learning. While the majority of the lifelong learning programs are administered by the various agencies within HEW, a significant number of programs are run by such federal agencies as the Department of Justice, the National Foundation on the Arts and Humanities, and the Smithsonian Institution. For the purpose of this compilation, a federal program supporting lifelong learning was defined as one that served all types of students past compulsory age through the provision of educational and training services. Such services must benefit individuals directly. The lising includes the Office of Management and Budget's (OMB) catalog number and the Overseeing House and Senate Committees.

(34)
ED 090 859
Citizens' Task Force on Higher Education. Citizens' task force on higher education, state of Ohio. Final report to the General Assembly and the Board of Regents. Columbus, May 1974. 77 p.

This document discusses some of the public policy issues confronting higher education in Ohio as defined by the Citizen's Task Force on Higher Education. Brief discussion and recommendations concern access to higher education, lifelong learning, educational planning, and educational finance. Appendixes include the legislative charge, recommendations, task force committees, member and staff biographies, task force hearings, task force consultants, special studies, outline of issues, and a minority report--Ohio Instructional Grants Program.

(35)
ED 105 186
City University of New York, Queens College New Careers Training Laboratory. Career education and COP: a natural combination. Washington, D.C., Office of Education (DHEW), 1974. 74 p.

The effect of the career opportunities (COP) and the concept and movement of career education coincide; the element common to both is the link of schooling and work throughout a person's lifetime. Career education basically involves three stages on the part of individuals: awareness, exploration, and training. Two later stages are career training and lifelong learning, and COP participants in particular are concerned with these. The career education field is experiencing problems, however, due to confusion with vocational education, career education's implied threat to traditional education, its antiintellectual and antihumanistic image, and its high cost. These problems have implications for the largely minority-group COP participants. The development of career education has been rapid but uneven, and its future depends on the commitment of schools and communities to solving its problems. (a reading list is appended.)

(36)
ED 034 156
Coalition of Adult Education Organizations. Imperatives for action. Washington, C.C., Coalition of Adult Education Organizations, Dec. 1969. 8 p.

American society needs a system of lifelong learning; the ability of the American people to live and work together in self-government is not keeping pace with the demands of today's complex and increasingly troubled society. To achieve an effective and balanced system of adult and continuing education in the United States it is essential that the role of the coalition of adult education organizations be formalized and strengthened, so that it can assume the leadership in the achievement of the following imperatives for action: eliminating educational deficiences

of American adults; strengthening of adult and continuing education efforts of community colleges, colleges, and universities; providing adult and continuing education in the arts and humanities, public affairs, and in the democratic process; improving financial support for adult and continuing education; providing adequate and appropriate opportunities in adult and continuing education for persons in low income groups; strengthening within educational institutions the supporting structures for adult and continuing education; urging national non-governmental organizations to strengthen their role; increasing public awareness; and achieving higher levels of federal support and coordination.

(37)
ED 126 273
Commission on Education for Health Administration, Washington, D.C. Selected papers of the Commission on Education for Health Administration. Volume II. (See ED 109 090 for Volume I.) Battle Creek Michigan, Kellogg Foundation, 1975. 330 p.

The second volume of the Commission on Education for Health Administration's report contains papers generated to supplement other Commission efforts, in areas that seemed to need special attention, and in which special expertise was available. The first three papers are reports on research projects undertaken by Commission members in fields of their special interest and knowledge: public accountability, use of specialists in health administration practice, and supply and demand for administrative personnel. The results of five questionnaire surveys on existing graduate and undergraduate health administration education programs, and on how graduate students, graduate program graduates, and employers of those graduates view current and needed educational offerings are reported in the fourth paper. The fifth paper presents a preliminary inquiry into the identification and interpretation of practicing administrators' roles and day-to-day responsibilities. The final eight papers, presented at the Institute on New Approaches to Education for Health Administration, cover the following aspects of Health Administration Education and Practice: public accountability and human services orientation, health rather than illness focus, generic versus specialist aspects, the future administrator as viewed by others, credentialing, career mobility and lifelong learning, issues and educational implications, and the organizational network of education.

(38)
ED 140 720
Congress of the U.S. Higher education technical amendments. House of Representatives Report No. 95-269. Washington, D.C., House Committee on Education, 6 May 1977. 43 p.

H.R. 6774 as reported by the Committee on Education and Labor contains technical and miscellaneous amendments to higher education provisions contained in the education amendments of 1976 (public law 94-482). The educational amendments of 1976 became law on October 12, 1976. Areas covered by this legislation include: community service and continuing education programs; lifelong learning; basic educational opportunity grants; grants to states for state student incentives; federal, state, and private programs of low-interest insured loans to students in institutions of higher education; eligibility of student borrowers; loan insurance supplemental guaranty agreement; default of student under federal loan insurance program; institutional lenders; special allowances; student loan marketing association; direct loans to student in institutions of higher education; general provisions relating to student assistance programs; teacher corps and teacher training programs; and construction, reconstruction and renovation of academic facilities.

(39)
ED 132 885
Connecticut Commission for Higher Education. In support of lifelong learning. A report to the Connecticut Commission for Higher Education by a Resource Group on Continuing Education and Community Service. Hartford, Connecticut Commission for Higher Education, July 1975. 31 p.

A Resource Group on Continuing Education and Community Service was organized to study continuing education service program in Connecticut and make recommendations regarding them to the State Commission for Higher Education. Examination of existing programs revealed a substantial rise in the number of citizens taking advantage of these programs; the absence of well defined programs in many of the state's institutions; the absence of appropriate and systematic program coordination between institutions; the need for cooperation among institutions of higher education and other public and private sources of programs in order to make information available and access easier; the difficulties encountered by those who would enroll in such programs and their need for services that would enable them to gain the most from study in the time allowable; and the need for greater practical recognition for faculty in these programs. The Resource Group presents specific recommendations directed at each of these conditions.

(40)
ED 069 962
Cortright, R.W. The interaction of adult education and general education. Prepared for the Unesco Third World Conference on Adult Education, Tokyo, Japan, 1972. 61 p.

The fourth force in American education is considered to be adults "beyond school age" who are participating in educational experiences. This is described by the following: education for the foreign born, life-long learning, basic education, community development, extension education, continuing education, community school, permanent education, or adult education. These terms reflect a gamut of educational experiences which "out-of-school" learners take part in through public education, proprietary schools, religious schools, and clubs. The National Research Center at The University of Chicago estimated that nearly 30 million adults were engaged in AE and predicted that the actual adult education audience would increase faster than the population in general. Subjects discussed relating to this general topic include adult education responsibilities and adult education programs. The estimate of the number of participants in AE will almost double between 1970 and 1976. The principal increase will probably be in programs conducted by business, government, unions, military services, correspondence schools, community organizations, and instructional TV. It is pointed out that since the ultimate goal of adult education is the improvement of self and community living, the curriculum and the methods by which adult education is taught should be functional to daily living—functional to the improvement of self and the community.

(41)
ED 080 527
Council of Europe. Council for Cultural Cooperation and Cultural Fund. Annual report 1972. Strasbourg, 1973. 115 p.

This document is a report on the activities of the Council for Cultural Co-operation (CCC) and Cultural Fund for 1972. The CCC is

briefly defined as being designed to reinforce educational and cultural cooperation among the 21 countries of the CCC, especially in matters of research, information, and documentation. The document is composed of descriptions of various CCC projects, including the following: symposia on permanent education, curriculum content (especially in medical, dental, and religious education), the training of teachers and "animateurs," educational technology, documentations and publications, cultural developments (especially, art exhibitions and television), and youth activities. Included as appendixes are the text of Opinion No. 10, which defines the role of the CCC; the text of the statute of the European Youth Foundation; a list of CCC symposia; and a bibliography of CCC reports, publications, and material for display.

(42)
ED 098 144
Council of Europe. Council for Cultural Cooperation and Cultural Fund. Annual report 1973. Strasbourg, 1974. 90 p.

In the introduction to this annual report of the Council for Cultural Cooperation and the Cultural Fund of the Council of Europe, it is stated that while the year's end did not see the Council's efforts result in a full-scale European Office of Education, intensified cooperation and corresponding strengthening of the resources of the Cultural Fund were accomplished. The document is divided into the following sections, each of which discusses the Council's activities in the topic area: (a) organization of education (including pilot experiments in permanent education, diversified development of tertiary education, and education of the 16-19 age group); (b) curricula, content, subjects (ranging from interdisciplinarity in the teaching of secondary school subjects to the reform of the study of pharmacy at university level); (c) training of teachers; (d) educational technology; (e) research cooperation; (f) exchange agreements; (g) mobility and equivalence; (h) documentations and publications; (i) cultural development; and (j) youth activities. Appendixes include a listing of display material, programs financed by the Cultural Fund in 1973 and a balance sheet for funds as of the end of 1973.

(43)
ED 076 367
Council of Europe. Council of Europe information bulletin 3/1972. Strasbourg, 1972. 81 p.

Educational, cultural, and scientific activities of the Council of Europe are reported in this bulletin. Part I reviews the areas of higher education and research, general and technical education, out-of-school education and cultural development, and educational research and documentation together with a resume of the 22nd session of the Council for Cultural Cooperation. Part II highlights higher education reform and the concept of permanent education. Four lectures presented at the symposium on higher education, held in Vienna, Austria, June-July, 1972, are included: "Development of Higher Education Structures in Europe," "Student Unrest and Student Participation," "Study Reform and Permanent Education," and "Post-School, Recurrent and Higher Education--Proposals for an Overall Reform". The purpose of the symposium was to study, from the standpoint of political responsibility, problems raised by the organization of higher education in a post-industrial society. In addition, there is a report to the Consultative Assembly (October, 1972) about the symposium, "Present Trends in Higher Education Reform and Further Prospects with a View to Permanent Education," and a speech by the Secretary General of the Council of Europe, "Towards a European Policy in Higher Education".

(44)
ED 106 219
Council of Europe. Council of Europe information bulletin 2/1975. Progress report of the international organizations 1973-1975. Strasbourg, 1975. 76 p.

Reports from the United Nations Educational, Scientific, and Cultural Organization (UNESCO), the Organization for Economic Cooperation and Development (OECD), the Council of Europe, the European Communities, and the Nordic Council of Ministers are contained in this bulletin. They are contributors to the ninth session of the Standing Conference of European Ministers of Education held in Stockholm on June 9-12, 1975, at the invitation of the Swedish Government. The conference is concerned with the activities of international organizations in the field of education for the years 1973-1975, and its main theme is "Recurrent Education". Each organization's report on its activities is prefaced by an introduction. UNESCO reports on activities in Europe, activities of world-wide interest, and cooperation for development; OECD reviews educational activities and selected major areas of work; the Council of Europe reports on projects and services and presents examples of its cooperation; the European Communities covers general and specific developments; and the Nordic Council of Ministers includes general plans, guidelines, and some important projects for collaboration in education.

(45)
ED 111 685
Council of Europe. Council of Europe information bulletin 3/1975. Strasbourg, 1975. 36 p.

This bulletin is devoted to a synopsis of the ninth session of the Standing Conference of European Ministers of Education. The conference passed resolutions dealing with recurrent education, education of migrants, and international educational cooperation. Copies of these resolutions are included in the bulletin, together with two reports addressing the topic of permanent education. The brief speech by the Secretary General of the Council of Europe concerns the interaction of political, economic, and educational issues. A lengthy report entitled "Permanent Education, a Frame-Work for Recurrent Education: Theory and Practice" was presented to the conference by the Secretariat of the Council. This report reviews the history of the concept of permanent education, and discusses experimental projects related to permanent education. Basic options, costs, needs, and teaching methods are also discussed.

(46)
ED 138 501
Council of Europe. European educational cooperation. Progress report, Council of Europe chapter. Strasbourg, 1977. 25 p.

The report of progress by the Council of Europe in the areas of culture and education from 1975-76 appraises past activities and predicts future roles for the Council. The report is presented in four sections. Section I introduces initiatives of practical cooperation by the Educational and Cultural Ministries of member states and lists 10 objectives of the medium term plan developed during the year. Section II presents summaries of 11 projects which have developed and evolved during 1975-76: (1) improvement of the educational system, (2) national equivalence information and mobility, (3) university reform, (4) development of adult education, (5) computer documentation and information

system improvement, (6) research cooperation, (7) modern language promotion, (8) permanent education, (9) national cultural development, (10) local cultural content, and (11) improving the cultural content of the mass media. Of particular importance in all the projects are publication and dissemination of reports on all levels of European education, information exchange between countries in areas of curriculum reform, administrative development, and educational objectives. Problems affecting migrant workers and council projects intended to alleviate these problems are focused upon in section III, followed by descriptions of council cooperative activities with other international organizations in section IV.

(47)
ED 094 601
Council of Europe. Higher education reform and the concept of permanent education. Second part. Strasbourg, 1974. 48 p.

In October 1972, the Annual Consultative Assembly of the Council of Europe debate devoted to cultural and educational questions included the reports presented in this account. They are titled: Present Trends in Higher Education Reform and Further Prospects with a View to Permanent Education, by J. Capelle; Towards a European Policy in Higher Education, by L. Toncic-Sorinj; Development of Higher Education Structures in Europe, by W. Taylor; Student Unrest and Student Participation, by B.E. Ingelmark; Study Reform and Permanent Education, by E.A. Van Trotsenburg; and Post-School, Recurrent and Higher Education--Proposals for an Overall Reform, by F. Edding. The resolution concerning present trends in higher education reform and further prospects with a view to permanent education that was passed at the Assembly is also included.

(48)
ED 038 604
Council of Europe. New trends in adult education. Strasbourg, 1967. 23 p.

Although in some countries adult education still has little to do with vocational training, it is apparent that in the future a new notion of "trade" or "profession" will form the educational nucleus around which general knowledge and cultural interests can be organized. If the new approach to education is based on the "vocational needs," these needs have to be identified on three levels: the labor market level, and the level of social demands, and that of personal aspirations. This involves a consideration of the role of the human and social sciences which is examined in this booklet. Other areas dealt with are: community development as planned interaction between economic, social, and cultural development; the creative use of leisure; the new role of arts; and the movement towards permanent education.

(49)
ED 087 671
Council of Europe. Permanent education: the basis and essentials. Strasbourg, 1973. 69 p.

In 1970 the Council for Cultural Co-operation of the Council of Europe (CCC) commissioned 15 studies on the concept of permanent education and its implications for a changing European society. This synopsis presents in a succinct form the main ideas and proposals contained in these studies, recasting them into main sections on the needs for a new concept of education and on how to meet the new needs. The titles of the original studies, which may still be obtained from the Division of Out-of-School Education, Council of Europe, Strasbourg, are as follows: Permanent Education, An Agent of Change; A Prospective View of Permanent Education; Continuing Education for Adults; The Organization and Financing of Post-Work Education; Adult Motivations to Thought Structuralisation; Psycho-Sociological Research into the Paths and Phases of Intellectual Maturation and the Desire for Knowledge; Pre-School Education in Europe; Impact on the School of Innovations in Out-of-School Education; Restructuring Education; Permanent Education and Community Development; The Development of Permanent Education; Recurrent Education; The Concept of Permanent Education and Its Application; Sociological Motivations and Cultural Prospects of Permanent Education; and Permanent Education, A Strategy of Social Action.

(50)
ED 084 249
Council of Europe. Sport for all. Five countries report. Strasbourg, 1970. 135 p.

This document is a compendium of reports from five countries on their "Sport For All" programs. The five countries are the Federal Republic of Germany, the Netherlands, Norway, Sweden, and the United Kingdom. It is stated that the basic idea of "Sport For All" is of a sociocultural nature: it regards sport and its functions as an integral part of permanent education. All of the reports place emphasis on medico-biological motives, sociological motives (the question of the use of leisure time), and educational motives (the place of sport in our civilization as a whole). Topics covered in the five reports are various methodologies of each country's program, the attitude of women towards sport, the training of instructors, the general public response, and the future needs of the "Sport For All" program.

(51)
ED 038 597
Cros, L. Correspondence tuition in France and the development of permanent education. Strasbourg, Council of Europe, 1968. 97 p.

This report covers the current situation and general trends in correspondence study in France and describes two public institutions involved in it: Centre National de Tele-Enseignement and Radio-Television Scolaire. The evolution of correspondence study has been linked with the development of permanent education and the parallel transformation of correspondence study is calling increasingly upon audiovisual aids and teaching machines. Individual home study is now combining with various types of localized group instruction, in particular, using television assisted teaching. The Centre National de Tele-Enseignement provides instruction by the traditional medium of correspondence courses but supplements this with more up-to-date techniques. Radio-Television Scolaire, originally implemented for elementary and secondary education, is now enlarging its scope to include courses for adult home study, either with, or without, supporting study materials. (Appendixes include the experience of the Centre Universitaire de Cooperation Economique et Sociale and General Documentation on the Centre National de Tele-Enseignement.).

(52)
ED 050 667
Cross, K.P. Alternate paths to excellence. Berkeley, University of California Institute of Government Studies, 1971. 22 p. Paper prepared for the Education Task Force of the White House Conference on Youth.

In the history of this country there have been 3 major philosophies about who should go to college: (1) the aristocratic philosophy, (2)

the meritocratic philosophy, and (3) the philosophy of egalitarianism, which came into vogue in the 60's. This has meant that the greatest rate of increase in college attendance during the last 10 years has been by members of the lower socioeconomic groups and those with lower academic standing. The 60's emphasized gaining access to higher education for these students; the 1970's must concentrate on accommodation, i.e. changing the system to fit the student. The access system, which is a unidimensional model, attempts to move the marginal student closer to the core through remediation of academic or motivational deficiences; the system is designed for orderly progression through a funnel or sorting system, effectively eliminating those who don't fit the system. Though systematic educational activities are now going on outside the regular system, i.e. on the educational periphery, equality of educational opportunity would be enhanced by the creation of new educational models that will permit easy movement between the core and periphery. This paper discusses new models for education: developing new cores of excellence, and developing lifelong learning models. It also makes recommendations for policies and programs to institute new educational models.

(53)
ED 135 359
Cureton, J.W., Cochran, L.W. 1984--Less than a decade away. Summary report of the Lake Okoboji Educational Media Leadership Conference, 21st, Iowa Lakeside Laboratory, Lake Okoboji, Milford, Iowa, 18th to 23rd August 1975. Washington, D.C., Association for Educational Communications and Technology, 1975. 175 p.

Participants of the twenty-first Lake Okoboji Educational Media Leadership Conference studied the role of instructional technology and of the media professional in the future of American education. This report presents the conference's proceedings and working papers dealing with eight subtopics: (1) facilitating the education of the whole child through combination of values, technology, and humanization; (2) lifelong learning for both vocational and avocational interests; (3) training future professionals; (4) models of research for direction and implications; (5) alternatives available for the most pressing problems in the next decade; (6) variables affecting the media professional in 1984; and (7) survival strategies for the educational media profession. Delegates' concerns about the theme was appended.

# D

(54)
ED 118 827
Dave, R.H. ed. Reflections on lifelong education and the school: brief papers and notes containing some thoughts on the theory and application of lifelong education as seen in the context of school curriculum, adult education and similar areas. Hamburg, Unesco Institute for Education, 1975. 83 p.

The document contains reflections on the concept of lifelong education. Toward a model of lifelong education (Malcolm S. Knowles) proposes a role competency model based on the assumption that the purpose of education is the development of competencies for performing various human roles. Lifelong learning and our schools (Karl-Heinz Flechsig) suggests that instructional socialization is one of the major aspects of schooling that should be taken into account in order to achieve the aspirations of lifelong education. The bridge between schooling and adult education (Paul H. Sheats) emphasizes the interaction between schooling and adult education along the temporal and spatial dimensions. Another dimension, the depth dimension, is discussed in the inner continuum (J.R. Kidd). Lifelong education and creativity (Michael Bogdan) views the creative aspect of education as the dialectic ability to surpass oneself. The historical and social contexts of lifelong education are discussed in lifelong integrated education (Michiya Shimbori). On learning strategies for lifelong education (R.H. Dave) discusses styles for accomplishing the goals of lifelong education. R.H. Dave's list of concept characteristics of lifelong education with their implications for school curriculum and a 62-item annotated bibliography are included.

(55)
ED 121 970
Day, W.L. Recurrent education: "apple pie" or "atomic bomb". Nov. 1975. 10 p.

The author conceptualizes recurrent education as organized, structured, institutionally sponsored learning activities with intentional outcomes, which are distributed over the life span of the individual in a recurring way. Some problems to which recurrent education proposes solutions include: alienation at the inter-generational level, institutionalization of students, and blocking of young adults from the work force during a critical life-state. The author suggests a more equitable education system to include: a basic education or common competency base at the elementary level, provision of job-entry skills to all students at age 16 at the secondary level, and further secondary or higher education from an "educational drawing account" guaranteed to the individual at later stages of his/her life cycle. Implications for education are the linking up of academic/professional, vocational/technical, and adult/social mainstreams. Major problems of the concept include existing inertia in education and employment, implementation of the notion of equity, and the lack of conceptual or practical limits. Although elements of recurrent education are currently emerging and developing, it is unlikely that parents would accept the student control necessary to truly actualize the idea of providing equity through equalized opportunity.

(56)
ED 031 662
DeCrow, R. ed. Growing time. Selected papers from the Michigan State Leadership Seminars. Brookline, Massachusetts, Center for the Study of Liberal Education for Adults, 1964. 88 p.

Ten essays from the Michigan State Leadership Seminars discuss the social imperatives confronting adult education and what the university can do and ought to be doing about them. The impact of the population explosion, urbanization, automation, the knowledge explosion, and the bomb make it imperative that new concepts of work and leisure be built into the culture. The role of the university in meeting these problems remains a moot question. It seems clear that without tension generated from within and without, the university would lose its intellectuality and relevancy. The limits of involvement of the university are debated but its role should at least be training the intellect, demonstrating the importance of lifelong learning, and being a detached societal critic; and it should avoid the role of a social agency. Within this context careful articulation of the counseling service and a cadre of curriculum specialists seem to offer promise for pushing ahead with an integrated continuing curriculum.

(57)
ED 143 614
The development of education in Yugoslavia, 1974-1976. Report presented at International Conference on Education, 36th, Geneva, 1977. 75 p.

Examining the educational system of Yugoslavia, this publication stresses the socialist precepts upon which national educational policy is based. The report is presented in two sections. Section I describes general educational principals, the system of management and finance, educational structure and organization, curricula and syllabi, and teacher training. Section II focuses on educational development in Yugoslavia from 1974-76. Major educational characteristics of this period are a decrease in number of preschool and elementary students combined with expansion of quantity and quality of secondary education; modernization of curriculum and syllabi along ideological lines; introduction of a system of gradual stages of education including on-the-job training and recurrent education; and stress on social and environmental issues in preschool and elementary curricula. Financial, administrative, and curricular changes developed to respond to these trends are discusses. Also included are statistical tables and examples of elementary and secondary education curricula.

(58)
ED 146 118
Doelker, R.E. Jr. Lifelong learning: an approach to continuing education for social work. 1977. 10 p.

The author presents a model of continuing education for social work, with the concept of lifelong learning as its philosophic base. Three components of the model represent three areas on which continuing education programs must focus. These are in-service training, or upgrading of professional knowledge; fulfillment of licensing requirements; and preparation for professional degrees. Preparation for professional degrees is a component of continuing education provided by many schools of social work. Its advantage is the provision of career advancement. However, it may not provide for specific problem-solving approaches sought by students or professionals. Upgrading of professional knowledge provides for a blending of academia and practice which is relevant for practitioners and also appropriate for level advancement. Social work has only recently begun to require continuing education as a licensing requirement. In this area, curriculum must be relevant to the needs and levels of each learner. The importance of the lifelong learning concept lies in the need to make continuing education for social work relevant not only to active professionals but also to young students and retired social workers.

(59)
ED 069 938
Dubin, S.S. The psychology of keeping up-to-date. Chemical technology, Sept 1972. 17 p.

Two major factors in updating the skills of professional personnel--motivation and organizational climate--are integral parts of the concept of lifelong education for updating. A principal determinant of motivation is said to be achievement motivation; a professional must be highly motivated in order to maintain competence throughout his career. It is stated that achievement motivation can be developed in persons as well as built into jobs. Organizational climate is defined as organizational and management practices that arouse motivation, condition attitudes, and shape behavior on the part of its members. A high organizational climate is seen as emphasizing the following characteristics: achievement, concern for excellence, emphasis on problem solving, high reputation for work performance, appropriate training, supportive and friendly atmosphere, and initial job orientation. The relationship between supervisor and subordinate is seen as crucial in the professional development of the subordinate. Three types of supervisors are identified; the innovator, the administrator, and the inactive supervisor. On-the-job learning is considered an important variable of organizational climate, as is the stimulation provided by peer interactions as well as interaction with superiors and subordinates. It is believed that a company should have a written policy that requires updating for its employees.

(60)
ED 099 288
Kuhe, C. Recurrent education. Policy and development in OECD member countries: Australia. Paris, OECD, CERI, 1974. 95 p.

This report on Australia is one of a series of reports on the development of recurrent education in member countries by the Center for Educational Research and Innovation. The report outlines the Australian educational system, surveys official views and policies in education and government, and compares these to a checklist of the basic principles of recurrent education. The first part of the document briefly explores the meaning of recurrent education as the term is being employed in OECD and other circles. Recurrent education is an alternative educational planning strategy, the purpose of which is to provide opportunities for alternate post secondary education with other activities throughout life. The difference between the concept of recurrent education and permanent, continuous, or life long education is that recurrent education stresses a specific long-range strategy which relates to economic and manpower policies and restructuring the present formal system of education. The educational changes implied by recurrent education are inseparable from wider social changes. In Australia there is no official commitment to a policy or strategy of recurrent education although official statements and initiatives have included component elements. The latter half of the document analyzes trends toward recurrent education within the formal educational system and within Australian society, the professions, the world of work, and adult education. In the conclusion the problems in planning and implementing recurrent education in Australia are discussed.

# E

(61)
ED 012 412
Edstroem, L-O. Correspondence instruction in Ethiopia, Kenya, Tanzania, Malawi, Zambia, and Uganda--experiences, needs, and interests. Stockholm, Dag Hammarskjold Foundation, 1966. 140 p.

This report on the salient features and concerns of correspondence instruction in Ethiopia, Kenya, Tanzania, Malawi, Zambia, and Uganda--(1) discusses advantages, disadvantages, and requirements of the correspondence method in an African context, (2) surveys conditions and facilities (postal services, roads, instructional radio and television, correspondence schools and colleges, and resources for producing instructional materials), (3) suggests national tasks for correspondence teaching, and (4) assesses interest in a proposed 1967 correspondence instruction seminar. Teacher training and upgrading, preparation of correspondence educators, mass education of unemployed primary school dropouts, inservice medical training (for example, for the Ethio-Swedish

Pediatric Clinic), improvement of teaching methods by combining correspondence courses with classroom settings, and inculcation of study skills and habits for lifelong learning, are discussed as a part of the urgent manpower training needs throughout Africa. Problems and issues such as language (as in Ethiopia and Malawi) and governmental versus private courses, major organizations such as the Correspondence Course Unit (Zambia Ministry of Education), outstanding efforts such as the Malawi Correspondence College Radio Classroom, and recommendations on participation in the seminar, are stressed. Appendixes on operating expenses and program planning are included.

(62)
ED 094 472
Education Commission of the States. State education priorities: a poll of state-level education policy makers--1974. Denver, Colorado, 1974. 15 p.

The Education Commission of the States (ECS) conducted a poll in early 1974 of the seven ECS Commissioners in each of the member states. The Commissioners were asked to indicate the degree of concern in their state on each of 18 issues confronting education in the states. Financing schools and colleges was identified as the most urgent concern by those polled. The next greatest concerns identified were collective bargaining and providing education services for handicapped children. Three emerging education issues identified by the Commissioners were coordinating and expanding lifelong education and community education programs, coordinating state education services with other agencies, and equalizing employment opportunities for women in education. Issues of little concern included interstate school finance, equalization, and comparing achievement among the states.

(63)
ED 038 594
Eide, K. Permanent education in Norway: reflections on post-work education. Strasbourg, Council of Europe, June 1969. 28 p.

The author discusses "post-work education" opportunities in Norway (that is, education available to those who have previously completed their schooling and have since been otherwise occupied), and outlines directions which permanent education may be expected to take. He stresses the role which existing educational institutions, and specifically the district colleges, should play. He advocated complete and adequate public financing for post-work education, including extension of the social security system to provide support for individuals' studies.

(64)
ED 050 470
Engelhardt and Engelhardt, Inc. New patterns for public education in Rhode Island. A report to the Board of Regents for Education. Volume II. Washington, D.C., Office of Education (DHEW), 1971. 121 p.

A model organization of the state educational structure is proposed and specific suggestions are made concerning state-local governance, financing plant operation, and construction of job descriptions for certain key functions. Recommendations for implementation of the program are: (1) individualized instruction and early childhood education, (2) basic occupational orientation from which students can make critical vocational decisions, (3) vocational programs suitable to the needs and talents of all students, (4) provision for and encouragement of lifelong education and reeducation, (5) involvement of students in community action, (6) schools to serve as agencies for social programs that affect students and communities, and (7) efficiency in meeting these goals. The consulting firm preparing the report was assisted by Mr. Joseph M. Cronin and Associates of Harvard University. Tables, maps, charts, and diagrams serve to elaborate the text.

(65)
ED 099 608
Entine, A.D. ed. Americans in middle years: career options and educational opportunities. Summary of proceedings of a conference sponsored by the State University of New York and the Fund for New Priorities in America. Los Angeles, University of Southern California Ethel Percy Andrus Gerontology Center, Apr 1974 60 p.

Twelve papers address three topics: The Middle Years--Dimensions and Dilemmas; The Middle Years--Suggestions and Solutions; and The Changing University--New Audiences for Learning. Bruce Dearing examines personal, human questions posed by maturing individuals and indicates how they present challenges for a lifetime learning process. Bentley Glass discusses two aspects of lifelong learning. A statistical overview of the economy indicating an increasing demand for workers in their middle years is presented by Herbert Bienstock. Eli Ginzberg outlines costs to the society and the individual in establishing new work patterns for the middle years. Costs in relation to investment in human capital are examined by Victor Fuchs, and Samuel Conner discusses the concept of midcareer change in relation to an individual's personal and financial needs. Bernard Bellush describes the activities of a union to promote work satisfaction and career flexibility; F. Bruce Hinkel reports on the work of a corporation to reach the same goals. Ruth Vandoren discusses the changing nature of careers and education; Betty Roberts addresses the voluntary occupational change of middle-aged people. Designing new patterns for women which could be applied throughout the economy is discussed by Felice Schwartz. In the concluding presentation, John Toll comments on the design of new work-learning relationships.

F

(66)
ED 144 898
Federal Ministry of Education. Federal Republic of Nigeria: report on major trends in education. Report presented at International Conference on Education, 36th, Geneva, 1977. Lagos, Nigeria. 15 p.

Recent educational developments in Nigeria reflect an attempt to replace British colonial influences with a system more suited to the needs of the Nigerian people. In accordance with the objectives of redefining educational values and practices, a new national educational policy was established in 1973 to emphasize lifelong learning, community needs, modern instructional techniques, and work/study programs. To implement these programs, financial allocations for education have been increased each year since 1972 and are distributed by the Federal Ministry of Education in such a way as to insure uniformity of standards and conditions in all areas and on all levels. The six-year primary education program is free and universal from the age of six and is expected to be compulsory by 1979. The five-year secondary system, two-year advanced secondary program, and university programs are being broadened to ensure equality of access for all students. Teacher

has been given high priority since 1974, at which time an emergency teacher training program was instituted to produce 163,000 additional teachers to meet universal primary education goals. A shortage of trained teachers, however, remains one of Nigeria's major educational problems, along with widespread illiteracy, structural imbalance between primary and secondary levels, and dearth of vocational and special education programs.

(67)
ED 149 024
Ford, B. The educational implications of industrial democracy. Kensington, New South Wales Univ., 1976. 199 p.

Broad shifts in the social and economic policies of Australia's developing industrial democracy have brought about an urgent need to discuss the educational implications and related issues. Written to raise key questions and promote discussion, this paper first focuses on the educational base from which industrial democracy must develop in Australia. The author discusses the conflicting trends in Australian education which at one time ecouraged participative decision-making processes through experiential learning and at other times prohibited participation through traditional, authoritarian processes. Secondly, the author identifies the critical or strategic groups which need to re-think their educational philosophies and methods if they are to accommodate a more democratic industrial society. Thirdly, the author indicates the need for new educational ideas, processes, and programs necessary for the development of recurrent education for industrial democracy. Finally, the author discusses what implications this recurrent education will have on industrial relations, particularly many long-established policies and practices.

(68)
ED 083 692
Foster, D.M., Foster, R. A career development center: a model for school employee development. Washington, D.C., Office of Education (DHEW), Aug 1973. 31 p.

The approach of the present project is to consider educational planning as an integrated process in which the facility becomes an integral part of the evolving education program and the teaching-learning situation. The products or output of the project, therefore, are directed toward the total process of educational planning and the procedures and methodologies which comprise it. In this paper, the authors present the point of view that in the future, the nonteaching personnel in the public schools should be encouraged to participate in learning activities using resources already available within the school plant. The participation of such personnel is seen as part of a program of career development involving lifelong learning, job upgrading, and career mobility. The authors also present a career development model and describe a career development system which can, it is believed, provide more satisfied and productive workers (though perhaps fewer in number) and assure greater utilization of school facilities. Implications for facility planning are explored, with emphasis on a specific element of the career development model: The Career Development Learning Center.

(69)
ED 117 355
Fredrikson L., Gestrelius, K. Lifelong learning in Swedish curricula. Didakometry No. 48. Malmo, National Swedish Board of Education, Aug. 1975. 130 p.

An examination of the lifelong learning aspect of the central and nationwide curricula in Sweden has been made by the UNESCO Institute for Education. The concept of lifelong learning is defined and criteria for developing positive attitudes and opportunities for its development are discussed. The analysis of the curricula in the basic and upper secondary schools involved five main criteria, with a number of subgroups within each: (1) horizontal integration; (2) vertical integration; (3) individual maturity—self realization; (4) autodidactic—development of readiness for new learning and relearning; and (5) directing studies toward creativity, flexibility, and equality. Discussion of the curriculum analysis takes up more than half the document. No empirical research was undertaken for this report, but already completed studies concerning school curriculum analysis in Sweden were investigated and are discussed with reference to the five criteria used in the analysis. Conclusions state that school curriculum and everyday school activities do not necessarily correlate, with the desired development of attitudes towards lifelong learning being neglected. Adult education is briefly discussed in terms of developing lifelong learning concepts among adults and educators alike.

(70)
ED 042 971
Frese, H.H. Permanent education in the Netherlands. Strasbourg, Council of Europe, May 1970. 36 p. Studies on permanent education no. 14.

Beginning with general aspects of continuing education in the Netherlands, this paper discusses individual needs and the nature of sociocultural change and continuity as a background for proposing a pluralistic model of lifelong education. New patterns of compulsory and adult education, methods, institutions, and professional roles are suggested at the local level, buttressed by a multimedia network offering audiovisual and other services. Probable features of such a system are evaluated, and steps are outlined for achieving social change. Fourteen references are included.

(71)
ED 031 467
Fuller, E., Pearson, J.B. eds. Education in the states: nationwide development since 1900. Washington, D.C., Office of Education (DHEW), 1969. 771 p.

This companion volume to "Education in the states: historical development and outlook" provides information in 16 areas of concern to state departments of education. Each chapter was written separately and is devoted to one of the areas: the legal and constitutional powers in education of the states; the development, functions, and working conditions of the state departments of education; the development and organization of state school systems; major developments in state school financing; the purposes of education and ways to achieve these purposes in public schools; the history and philosophy of vocational education; the expansion and implementation of programs for lifelong education such as adult education; the development and organization of pupil personnel services; the development of teacher education, certification, and accreditation; the effects of school construction design on pupil achievement; the impact of federal legislation and policy on state departments of education; important stages and developments of federally supported school food services; the ways and means to implement vocational rehabilitation programs; the history of the relationships between the organized teaching profession and state departments of education; the functional relationships between state departments of

education; and the public relations activities of state departments of education.

# G

(72)
ED 111 965
Gilli, A.C. Sr. ed. Sixth annual Pennsylvania Conference on Postsecondary Occupational Education: continuing and adult education in vocational education. University Park, Pennsylvania State University Center for the Study of Higher Education, June 1975. 171 p.

The 16 conference papers are: Continuing Education History of Pennsylvania State University Associate Degree Graduates; A Mere Matter of Words (Defining adult education); History of Adult and Continuing Education in Vocational Education; Adult and Continuing Vocational Education: Past, Present, and Future; Lifelong Learning: A Systematic Approach in Health Occupations Education; The Role of the Area Vocational-Technical School and the Community College in Continuing Education and Community Services; Continuing and Adult Education: Role of the Community College; Implementing a Management-by-Objectives System; Problems in Counseling the Vocational Adult and Continuing Education Student; Continuing and Adult Education in Correctional Institutions; The Changing Role of Adult and Continuing Education for Women; The Role of the Private Junior College in Continuing and Adult Education in Vocational Education; Client Influence on Organizational Priorities: The Role of Adult and Continuing Education in Vocational Education in the Urban Community College; The Role of Research in Adult Vocational Education; The Implications of Adult and Continuing Education; and Rural and Migrant Health Aides: Expanding Health Occupations Curricula at the Postsecondary Level. A conference evaluation (based on a questionnaire included in the appendix) and the conference format, speakers, registration list, and Advisory Committee list are included.

(73)
ED 129 381
Gleazer, E.J. Jr. Responding to the new spirit of learning. Washington, D.D., American Association of Community and Junior Colleges. Address presented at the National Center for Higher Education Management Systems, Denver, 26th to 27th Jan, 1976. 20 p.

Wholesome and promising change is occurring in American education, with interest in adult educational opportunities expanding in impressive proportions. Yet a kind of riptide exists between the interest in lifelong learning and the apparently limited financial resources available for conventional education for transitional students. On what basis should priorities be set? How should public resources be deployed? Agreement is needed on a sense of direction for education. The goal that every individual should have the opportunity for appropriate education up to the limits of his or her potential should be re-examined to determine whether it should be amended or modified. Assessments of community educational needs, with broad involvement of the citizenry, would aid in the goal clarification process. Studies are needed that would result in: (1) a better and wider understanding of the rapidly changing characteristics of educational consumers; (2) an awareness of the diversity of institutions; (3) a statement of goals and perspectives; (4) a proposed policy framework to encourage desirable diversity and institutional initiative and adaptability; (5) alternative ways of demonstrating accountability; (6) encouragement of voluntary cooperation among institutions with common interests. America has unusual opportunities to build an education system more and more interfused with life's other meaningful activities.

(74)
ED 142 245
Gollattscheck, J.F. et al. College leadership for community renewal: beyond community-based education. San Francisco, Jossey-Bass, 1976. 160 p.

Convinced that the time has come for a college committed to the improvement of all aspects of community life, the authors present the "community renewal college" concept. Such colleges would offer courses, programs and activities that correspond to specific local needs; seek out and motivate people who can benefit from these programs; utilize the latest knowledge about lifelong learning, competency-based education, and other forms of nontraditional instruction; and work closely with established groups, businesses, agencies, and associations in the community to bring about social and individual change. The book tells how to organize and staff such colleges, how to find out what the community's problems are and to develop programs to overcome them; and how to enlist the cooperation of other institutions in this effort. Numerous examples and case studies of renewal colleges or renewal programs already in operation are included. This is a sourcebook for institutions wishing to become more community oriented, and is of particular importance to college policy makers, administrators, and future administrators.

(75)
ED 129 687
Goodman, L.V. ed. et al. A nation of learners. Washington, D.C., Office of Education (DHEW), 1976. 166 p.

Thirty-nine articles provide a composite picture of American education as it has developed during the past 200 years. Most of the articles are written by educators. Vignettes of daily routines in a one-room schoolhouse in 1775 and a description of how a log college was built in Pennsylvania in the 1770s indicate the process and philosophy of education at that time. The struggle of women for equal rights is documented by articles about issues and significant women educators in the 18th century as well as the 20th. Education of immigrant groups, minorities, and handicapped children is discussed. Changes in school building structure from the one-room schoolhouse to the modular open classroom reflect changing theories about the nature of the educative process. History of land grant colleges and community colleges is traced, and the roles of nonpublic schools and libraries are explored. Several articles examine curriculum--arts versus science, career education--and methods of presentation such as textbooks, audiovisual instruction, cartoons, and lyrics. Recent concepts such as accountability and lifelong learning are explained.

(76)
ED 090 876
Gould, S.B. Diversity by design: Commission on Non-Traditional Study. San Francisco, Jossey-Bass, 1973. 205 p.

This book is the official final report of the Commission on Non-Traditional Study's 2-year study containing its findings and major recommendations. It deals with lifelong learning, external degrees, new institutions, faculty involvement, new evaluation modes, educational

technology, and college and community cooperation. It presents almost 60 specific recommendations for actions. Among the most important are: (1) lifelong learning—basic continuing, and recurrent—requires a new pattern of support; (2) colleges and universities must shift emphasis from degree-granting to service to the learner; (3) faculty must be redirected through inservice development to use of nontraditional forms and materials; (4) educational technology, such as cable television, computers, videotape recordings, and satellite broadcasting, must be used and promoted; (5) new agencies must be created to provide and disseminate information, to provide counseling, and to assess and keep student credits.

(77)
ED 023 967
Grinager, P. Adult educators consider the satellite proposal. Jan. 1967. 13 p.

Adult educators view remedial education, higher education, and lifelong learning as the purposes for extending adult education programs through satellite communication. Thanks to communication satellites, the parameters of the adult education learning will be broad enough to include all adults regardless of age, sex, marital status, minority group membership, residential situation, or socioeconomic class. The predominant patterns of program development will be related to preparing people for vocations and leisure, providing up-to-date information, acquainting the public with the world around them, and furthering community, national, and international understanding.

# H

(78)
ED 127 210
Haavelsrud, M. ed. Education for peace: reflection and action. Proceedings of the World Conference of the World Council for Curriculum and Instruction, 1st, University of Keele, Sept 1974. Surrey, England, IPC Science and Technology Press Ltd, 1976. 407 p.

This book contains 30 articles from 20 countries dealing with the substantive and methodological aspects of peace education, from early childhood to the university level and out of school. The articles comprise the proceedings of the first World Conference of the World Council for Curriculum and Instruction held at the University of Keele, Great Britain, in September 1974. Addresses of welcome and greetings are provided in section one. Section two discusses issues facing mankind such as the population problem, mass poverty, environmental overload, and human rights. The contributions which education can make toward peace and social justice are emphasized. Section three describes ten action projects in Colombia, England, India, Japan, Kenya, Nigeria, Norway, and the United States. Section four contains 11 articles on the parameters of education for peace. Discussions of the following are included: the myth of equality of educational opportunity in the United States; the "village-oriented curriculum" of Zaire; various models of how values have been, are, and ought to be taught; and the concept of lifelong education. The book concludes with a synthesis of action plans and conference evaluation results in section five.



(79)
ED 102 250
Hake, B. ed. Compensatory education. Paedagogica europaea; review of education in Europe, v9, n2, 1974. Strasbourg, Council of Europe, Council for Cultural Cooperation; Amsterdam, European Cultural Foundation, 1974. 151 p.

This volume focuses on a single theme of central importance in contemporary European education: compensatory education. The document begins with an introduction by Barry J. Hake. There follows a deliberately polemical analysis of the relationships between social and educational ideologies by Gras. Zimmer takes up the conceptual distinction between strategies of compensation and emancipation in his discussion of curriculum development. Five papers follow which examine some policy implications of the development of recurrent education. Special attention is paid to the provision of "second chance" opportunities for adults and the reform of post-compulsory education. The focus of attention changes in the last two articles. The problems of evaluating innovative programmes are examined by Punch. He points out the resistance of some innovators to scientific evaluation of their activities. Finally, Finlayson reports on an empirical study of teachers' goal conceptions and the relationship of their schools to the outside social environment. This paper suggests some interesting problems of the relationship between post-compulsory education and work. Articles 2 and 7 are in French. Summaries of each article are provided in English.

(80)
ED 115 790
Harman, D. The "right to read": an assessment. Sept 1975. 14 p.

The late Commissioner of Education, James Allen, proclaimed the "right to read" as the educational target of the current decade. The object was to inculcate and improve reading skills among 25 percent of the American population who either lacked or were deficient in them. Has this goal been at least half-way attained? Midway through the 1970's it must be admitted that the goal has not been realized at all. In fact, there is every indication that the situation is actually more severe than was initially posed, and the gaps between readers and nonreaders may actually be widening. The crux of the reading failure syndrome lies in the creation of "conditions for reading" or a "reading environment," implying a need for organized intervention among population groups not attending schools (parents and preschool children). Parents, who must require reading skills in order to function and who are the pivotal factors in the creation of home environments, are those most neglected by organized reading instruction efforts. Reading instruction within the framework of recurrent education is the theme expounded. The target remains vitally desirable; the remedies are in need of alteration. With a fresh look at strategies, "right-to-read" is attainable.

(81)
ED 092 786
Hesburgh, T.M. et al. Patterns for lifelong learning. San Francisco, Jossey-Bass, 1973. 135 p.

The book presents ideas of three university presidents of how basic changes in attitudes toward education can help build new learning systems that help move forward the concept of lifelong learning and meet the needs of contemporary society. The three separate but related investigations of the authors were conducted through the support of the W. K. Kellogg Foundation. Part 1, A Study of Continuing Education and the Future, was an outcome of a national conference in 1971; it includes

the findings of four task forces that examined the relationship of adult and continuing education to social responsibility, public affairs, the role of the college and university, and the rapidly growing body of knowledge. In part 2, universities and the learning society, the author analyses the influence of adult and continuing education on the academic community, the shaping of civic policy, and the creation of new lifestyles. The third part concerns the findings of a lifelong education task force at Michigan State University and is an example of the requirements of a large, complex institution accommodating itself to adult education needs in the modern world.

(82)
ED 153 011
Hiemstra, R. The community perspective for research on lifelong learning. Paper presented at the Annual Meeting of Adult Education Research Association, Toronto, March 1978. 21 p.

Examining the meaning of lifelong learning within the context of "community" (defined in terms of interests and locality), the author explores many learning resources and opportunities and identifies related research questions. The content of this study is presented in three sections. The first section on the community as a setting for lifelong learning discusses different ways of defining community and lifelong learning. Section 2 covers current happenings in the community and their implications for the lifelong learning movement, including non-traditional educational opportunities, ADELL (Adult Education and Lifelong Learning Clearinghouse), tax credit for tuition, worker's sabbatical, self-planned learning, and reverse migration. The last section discusses six priority research topics and for each one presents several questions that need answering. Brief descriptions of two examples of efforts to activate the educative community is attached.

(83)
ED 021 172
Indian Adult Education Association. Round table on life-long integrated education. Indian journal of adult education, v29, n3, Mar 1968, 24 p.

Papers from a three day Indian Adult Education Association Round Table on Lifelong Integrated Education (New Delhi, February 25-27, 1968) consisted of the following--(1) a statement of the need, because of rapid technological and socioeconomic change, for continuous learning experiences covering all stages and most aspects of life, (2) a working paper that defined lifelong and integrated education and further discussed the need for educational changes (especially for greater attention to adult education for different clientele groups), and (3) two essays setting forth the implications of lifelong education for such areas of Indian life as educational and social planning, educational technology and methodology, and library resources. The document includes a list of publications of the Indian Adult Education Association.

(84)
ED 105 278
International Institute for Adult Literacy Methods. Literacy documentation: an international bulletin for libraries and information centres, v3, n4, Nov 1974. 115. p.

The bulletin lists recent acquisitions in the following subject areas: adult education, demography, developing nations, educational development, library services, literacy, mother tongue instruction, radio and television, reading materials, rural areas, teacher education, and women's education. Most citations are from 1974; few date back beyond 1973. Special attention has been paid to documents dealing with literacy and basic education for women. Included with the bulletin are 24 catalog cards for documents pertaining to literacy and literacy programs, and abstract cards for the following seven books: Thesaurus Construction: A Practical Manual (Jean Aitchison and Alan Gilchrist); A Literacy Journey (Camillo Bonanni); Recurrent Education: A Strategy for Life-Long Learning (Organisation for Economic Co-operation and Development); A Primer for Visual Literacy (Doris A. Dondis); Explorations in Non-Traditional Study (Samuel B. Gould); School is Dead: An Essay on Alternatives in Education (Everett Reimer); and Light Me a Candle (Rita J. Wiesinger). The bulletin indexes the catalog cards by subject term, author, title, and meeting and corporate body, and also includes cumulative indexes for 1974 in the same categories.

(85)
ED 110 704
International Institute for Adult Literacy Methods. Literacy documentation: an international bulletin for libraries and information centres, v4, n1, 1975. 96 p.

The document presents seven abstracts and lists 76 other first-trimester, 1975, acquisitions of the Documentation Center of the International Institute for Adult Literacy Methods, established in Tehran by Unesco and the Government of Iran. Abstracted are: (1) the book hunger, published by Unesco in 1973, offering solutions to the shortage of reading materials in developing countries; (2) the interim findings of a Unesco study on school curriculum, structures, and teacher education in the perspective of lifelong education, published in 1973; (3) a 1973 report describing two projects supported by the World Bank (farmer education in Tanzania and instructional T.V. in the Ivory Coast); (4) an educator's guide to communication satellite technology, from the Washington, D.C. Academy for Educational Development, 1973; (5) instructional television and the educational reform of El Salvador, from the same source, also 1973; (6) education in a rural environment, a 1974 Unesco report; and (7) educational innovation in Singapore, a report published by Unesco Press in 1974. The list of acquisitions offers document titles covering a wide range of topics related to educational development; some postings are in French or Spanish. The titles are indexed by author, geographical location, meeting and corporate body, subject term, and title.

(86)
ED 123 339
International Labour Office. T and D publications, v13, n7, Jan 1976. 80 p.

Abstracts of material covering a variety of topics regarding vocational and labor development throughout the world are presented in the seventh dispatch. Noted, in particular, are publications regarding women in employment, management functions, recurrent education, and training and the social integration of the handicapped. The first section, news in brief, contains 34 items from around the world under the following headings: forthcoming events, new policies, new institutions, management, research, training standards, women, methods and media, abstracts

services, and for the bookshelf. The second section contains 20 substantive abstracts of various publications which present the author, title, bibliographical references, translation if necessary, subject analysis, and contents analysis. The issue also contains indexes for 1975 which include: numerical classification of countries; subject index; authors index; and index by country. A list of the 14 periodical publications from various countries that were abstracted for the first dispatch, 1976, is included.

# J

(87)
ED 038 600
Janne, H. Permanent education; an agent of change in the present educational system. Strasbourg, Council of Europe, 1969. 38 p. Studies on permanent education, no. 6/1969.

Permanent education, with its functional requirements and its own development, is beginning to be an agent of radical change in the whole traditional educational system. In the future, the schooling of youth will be more and more devoted to acquisition of methods of thought, adaptive attitudes, critical reactions and disciplines which teach how to learn. The occupational period will be characterized by leisure time, some of which will have to be devoted to occupational adjustment and to keeping abreast of knowledge. Retirement at 65 will be a thing of the past. The structure, objectives, and methods of the traditional school will be wholly changed; it will give way to a new system which will provide for study levels independent of pupils' age. It will mean an end to the acquisition of encyclopaedic knowledge as the aim of education, the end of loss of literacy, of the empirical transmission of knowledge, of specialization in the primary schooling phase, and of traditional methods at all levels.

(88)
ED 068 780
Janne H. et al. New trends in adult education: concepts and recent empirical achievements. Series C: innovations no. 7. Paris, Unesco, 1972. 33 p. Third series of studies prepared for the International Commission on the Development of Education.

The impact of the principles of lifelong education on the adult education system is the subject of this study. Efforts to co-ordinate post-school activities in several departments are discussed. The study traces the predominant patterns in the empirical development of adult education, both professional and nonprofessional, and shows the consequences of this development. Improvements in the quality of adult education are enumerated, as are obstacles to innovations. Financial developments and new trends in management of adult education are also discussed.

(89)
ED 029 270
Jessup, F.W. ed. Lifelong learning: a symposium on continuing education. Oxford, Pergamon Press, 1969. 178 p.

Beginning with an assessment of the need for educational change in Great Britain, the papers in this anthology underline the relationship of continuous learning to both work and leisure. Consideration is given to the idea of lifelong learning and its implications for British institutions of formal education; professional continuing education in the United States and Britain; changing tasks and requirements of industrial education; contributions of British broadcasting to continuing education; libraries and museums as educational resources; educational activities of voluntary associations; the educational responsibility of the public authorities; educational expenditures as a reflection of social and economic policy; and the problem of setting educational priorities in developing nations.

(90)
ED 042 970
Jocher, H. The future shape of permanent education. Strasbourg, Council of Europe, Jun 1970. 19 p. Studies on permanent education, no. 15.

Continuing education in Europe will require constant renewal, democratic feedback, and personal flexibility. In its future form, it might begin with basic education as a foundation for vocational education, which in turn would evolve into forms of further training, refresher training, and retraining in keeping with the ideal of a dynamic, free society. A comprehensive system is needed which gives each individual opportunities for lifelong education suited to his talents, wants, and needs. Guidance and evaluation must also be improved. Finally, Europe will need an integrated continuing education system based on advanced technology.

(91)
ED 118 332
Johnson, E.W. Perception of change in rural communities. A research project in rural education, 1973-1976. Bloomington, Indiana, Phi Delta Kappa, 1975. 61 p.

Perceptions of social change in American society and education were examined via an attitude survey (22 demographic questions and 73 opinion statements) administered to the entire population of 5 northern California rural high schools (n=1,288); all English classes in 2 Sacramento schools (n=1,384); and rural adults (n=258). Structured interviews were given to a cross section of students and adults (categories defined by the interviewers and selection made by school administrators). Among the items examined were: (1) impact of change (pace, quality, and psychological impact; traditional values; science and technology; family life); (2) city/country contrasts (freedom from serious social problems; the cautious approach; youth opportunities); (3) change in American education (pace; leadership; controversial issues; facilities; curriculum; teaching methods; lifelong learning). Results indicated: (1) the pace of change is perceived as damaging to traditional American values, particularly among rural adults; (2) there is widespread fear that city migrants and recreational or corporate developments will destroy rural life; (3) there is uncertainty and disagreement about the proper role of the schools in the future; (4) pride, resentment, uncertainty, anger, fear, and hope all seem to characterize rural attitudes about a changing society.

# K

(92)
ED 083 365
Kallen, D., Bengtsson, J. Recurrent education: a strategy for lifelong learning. Paris, OECD, CERI, 1973. 88 p.

The purpose of this report is to clarify the concept, main features, and objectives of the "recurrent education" issue and to spell out the

implications that this approach will have for educational and socio-economic policy making. It is suggested that acceptance of the "recurrent education" proposal implies not only a major turning point in educational policies but that it also has important consequences for social and economic policies. Thus there is a need for a coordinated approach and for the establishment of appropriate planning and policy making mechanisms for dealing with the issue. Through long term planning and policy perspective together with immediate short term planning such reorganisation could take place. Further implications of the "recurrent education" approach as it relates to the labor market, to the use of mass media, to social security provision, and to the social, economic, and cultural sectors at large are included.

(93)
ED 096 869
Kellogg Foundation (Battle Creek, Michigan), University of Michigan. Summary of the report of the Commission on Education for Health Administration. Ann Arbor, Health Administration Press, School of Public Health, University of Michigan, 1974. 25 p.

This document summarizes the final report of the Commission on Education for Health Administration with emphasis on the recommendations and observations on health administration education for the next decade. Recommendations cover unmet educational needs, developing lifelong learning opportunities, improving educational content, enhancing educational quality, extending student recruitment and quality, influencing educational outcomes through accreditation and credentials, utilizing interdependency in educational strategies, strengthening policy, and building information resources.

(94)
ED 149 012
Kemble, E. Our national education and work policy: pitfalls and possibilities. A position paper of the AFT Task Force on Educational Issues. Washington, D.C., American Federation of Teachers, 1977. 29 p.

The subject of career education is a vast and complex one. For example, it often emphasizes alternative educational programs for high school and junior high students that may involve substituting work for academic experience in industrial settings outside the schools. Or it may encompass recurrent or lifelong education programs for adults that provide additional education which may or may not be work related. The youth oriented ideas can mean less education while the concepts aimed at adults suggest more. No one would deny that education and work are related. The real issue is what form any advocacy movement takes and whose interests it serves. The rationale behind much of the federally supported career education effort is weak, and many of the programs seem to be more in the interests of big business than in the interests of our nation's youth. Career education cannot solve the youth unemployment problem, but certainly there are youth problems that well-directed career education programs could help with. The American Federation of Teachers advocates dissemination of more information on job availability, occupational projections, and job access. It supports job training programs which build upon a basic education by combining further academic experiences with on-the-job experiences, but it strongly opposes any occupational education program that would diminish general liberal education or that would endanger present child labor, minimum wage, early school leaving, and health and safety laws. It also strongly opposes programs that involve turning over some of the responsibility for public education to the private sector.



(95)
ED 017 771
Kidd, J.R. The implications of continuous learning. New Delhi, Indian Adult Education Association, 1966. 58 p.

In the first of two addresses given in India on the implications of continuous learning, J. Roby Kidd defines lifelong learning education as embracing all purposeful, planned education, formal or informal, from early childhood to old age. Such education is discussed as a means of extending and improving educational opportunities and the quality of society, with particular attention given to problems and progress in worldwide adult education. In another address, Kidd enlarges upon the potential impact of this concept in such areas as redefining and restructuring the educational program at various levels, removing barriers between divisions of education, improving the equality of university teaching, expanding teacher training and career opportunities, altering financial and administrative practices, and meeting the rapidly growing educational needs of the wider community.

(96)
ED 094 158
Kidd, J.R. Relentless verity: education for being-becoming-belonging. Address delivered upon receiving the Syracuse University William Pearson Tolley Medal for Distinguished Leadership in Adult Education, Syracuse, New York, Oct 8, 1973. 33 p.

The dynamic relationship of the concepts of being, becoming, and belonging is and must be the heart and central goal of adult education. The concept can be understood most readily by examination of the writings of humanist psychologists such as Carl Rogers, Fritz Perls, Gordon Allport, and Abraham Maslow. Some characteristics or dimensions of an education of and for being-becoming-belonging are: (1) the comprehension of both the affective and the cognitive domains; (2) the complete time dimension of past, present, and future; (3) the acceptance and achievement of living and dying; (4) the incorporation of economic, social, aesthetic, political, and spiritual goals; (5) the occurrence of self-discovery, self-expression, and fulfillment; (6) the acceptance of being of this world and the possibility of other forms of consciousness; (7) the dialogue, introspection, action, and thought qualities of learning. Being-becoming-belonging comprehends three of the major concepts about education that have been developing in the past two decades: education permanente or lifelong learning with its many points of entry and many renewal episodes; the "learning system" that includes formal and informal activities; and self-directed learners with the increasing capacity to initiate and take charge of their own learning.

(97)
ED 122 045
Kirschner, E.J. and Associates. An analysis of selected issues in adult education. Final report. Volume III of III. Two bibliographies. Washington, D.C., Office of Education (DHEW), Feb 1976. 151 p.

The document is an appendix to the final report of an analysis of selected issues in adult education; it comprises an annotated bibliography and a selective bibliography of references consulted in the study. Abstracted are 100 references that mention roles, policies, and/or strategies for federal involvement in adult education. References directly addressing federal policy questions include publications by national advisory councils mandated to speak to some form of adult education policy annually. Additional publications cited mention federal roles while exploring roles for non-federal involvement in adult education. The issues addressed are: reconceptualization of adult

education; management of federal adult education programs; and provision of resources to adult education. Some implicit policy trends noted in the references are: consensus that the federal government should continue support for adult basic and adult secondary education while supporting and encouraging the lifelong learning movement; that current data are inadequate; that educational pluralism must be perpetuated; and that federal programs need improved management and coordination. The selective bibliography of references consulted in the study includes federal documents, from congress, the executive branch, councils and national commissions; expert opinion in publications, unpublished materials, and book reviews; and interest groups, state publications, general literature, and bibliographies consulted.

(98)
ED 118 133
Knowles, M.S. The future role of libraries in adult education. Southeastern librarian, Win 1975, p. 43-47. Paper presented at Library Education Network and Exchange Assembly, 1st, Chicago, 23rd to 24th Jan 1976. 7 p.

Non-traditional study has brought equivalency programs for adults, in-service education programs, institutes and special courses, continuing education centers, and external degrees. The key features of the non-traditional approach to education are redefinition of the roles of student and teacher, the use of learning contracts, and the multiplicity of resources for adult education. Lifelong learning will require resource centers with specially trained professional resource librarians.

(99)
ED 066 632
Knowles, M.S. Toward a model of lifelong education. Working paper for consultative group on "concept of lifelong education and its implications for school curriculum", Unesco, Institute for Education, Hamburg, 9th to 12th Oct, 1972. 14 p.

Some of the criticisms that have been leveled at the educational establishment by social analysts are discussed. It is suggested that one of the new realities is that education must be a lifelong process in order to avoid the catastrophe of human obsolescence. The assumptions and elements for a new model of education as a lifelong process are discussed. Based on the assumption that the purpose of education is the development of competencies for performing the various roles required in human life, the first element in a new educational model would be a taxonomy of these roles and their required competencies. From the second assumption--the primary purpose of schooling is to help children and youth learn learning skills--seven elements of learning skills are listed. Assumption 3 is based on a spiral of "learning projects," where the school is presented to learners as a "learning resource center" and teachers are presented as "learning project consultants". Also, included in this report is an outline of life problems of American adults noting such areas as vocation and career, home and family living, personal development, etc. As well as a bibliography of the author's publications.

(100)
ED 113 456
Kurland, N.D. Financing lifelong learning: rationale and alternatives. Albany, New York State Education Department, 8 Apr 1975. 23 p.

A working paper for the study on "the education of adults in New York in the last quarter of the twentieth century," the discussion is directed to the financing of lifelong learning. It examines the many facets of the question, "What is the 'case' for considering education for all adults a public good and, therefore, an appropriate object of public policy and funding"? in perspective with other social concerns. It recognizes the need for increased public funding if opportunities for lifelong learning issues in the years ahead will be: who will be funded? for what? how? how much? Time for New York State to set as a policy objective the elimination of financial barriers to access to lifelong learning opportunities for all adults. Central public issues in the years ahead will be: who will be funded? for what? how much? Some alternative means of providing public funds to support adult education are discussed: (1) state financing of leadership positions, (2) state financing of information and counseling services, (3) state aid to institutions for adult students, (4) institutional incentive grants, (5) extensions of state aid to part-time and non-credit students, (6) entitlement approach, and (7) tax incentives.

(101)
ED 143 811
Kurland, N.D. Lifelong learning in the public interest. Speech presented at the Conference on Lifelong Learning in the Public Interest, Racine, Wisconsin, 21 Oct 1976. 19 p.

In this paper, the author notes that lifelong learning is at the confluence of a number of separate streams from the recent past, each of which flows into the broad concept of lifelong learning and brings its own set of concerns that have helped generate a need to consider where the streams are going. These streams, or educational areas, are briefly discussed, focusing on various past and present changes in each area: adult education; postsecondary education; continuing and extension education; continuing education in the professions; career education, education and work, recurrent education; adult vocational education; community education; libraries and museums; the media; research; and foreign development. Concluding remarks cover suggestions for dealing with the problem of fragmentation in adult education and for building a unified adult education foundation.

(102)
ED 132 951
Kurland, N.D. A national strategy for lifelong learning. Remarks prepared for the Dialogue on Lifelong Learning. Washington, D.C., George Washington University Institute for Educational Leadership, 18 Oct 1976. 16 p.

In these remarks a strategy for lifelong learning is shown to be a strategy for achieving certain basic objectives in education. These include: (1) equality objective; (2) objectives in relation to education and work; (3) objectives related to the need for a common set of values; and (4) objectives related to the motivation of students. Several problem areas are identified in which changes must occur if lifelong learning is to be achieved. They deal with changes in secondary education, changes in postsecondary education and credentialing, the relationship between formal and informal education, changes in outreach and counseling, changes in the system of financing education, and changes in the relation of education and work. The current situation since the lifelong learning amendment was added to Title I of the Higher Education Act is assessed.

(103)
ED 113 454
Kurland, N.D. Study of adult education--interim report. Albany, New York State Education Department, December 1974. 21 p.

The first phase of the study on "the education of adults in New York in the last quarter of the twentieth century" was directed toward determining past, present, and future needs in adult education by conducting various interviews and examining literature in the field. Observations indicate that lifelong learning will be a central concern of education in the future, and much needs to be done to make lifelong learning available to all. A proposed "agenda for action" focuses on examination throughout the state of the areas of: (1) financing, (2) information, (3) counseling, (4) adult learning goals, and (5) the role of the media, particularly television. Additional state or federal financing for adult part-time students, information dissemination of adult education opportunities, and increased educational/vocational counseling are all viewed as major areas of concern. Proposed focus on adult learning goals has been narrowed to the initial key topic of adult knowledge regarding children and youth, with later emphasis on public affairs, occupations, and the elderly. Special attention is being directed to the role of television in adult education. Working papers on the five areas are being compiled to be used in future proposed consensus building conferences.

(104)
ED 113 455
Kurland, N.D. Study of adult education--progress report. Albany, New York State Education Department, April 1975. 18 p.

A summary of the first nine months of the study on "the education of adults in New York in the last quarter of the twentieth century," the report has further explored what public policies and programs might serve to increase the participation of adults in individualized learning activities by examining the issues of: (1) financing, (2) information, (3) counseling, (4) adult learning goals, and (5) the role of the media, particularly television. An approach to financing adult learning that has generated much interest has been a universal lifelong educational entitlement plan to guarantee access to education for individuals throughout their lives. Several state papers related to the concept are presently being considered at the national level. Other possibilities being explored are the opportunities available through private resources. Effective information dissemination appears to be through existing agencies. Additional study is needed to determine how augmented vocational/educational counseling services can be provided. Only preliminary probes have been made into the issues of adult learning goals and the role of educational television. Action plans include discussion at state/regional adult education conferences, continued participation in the national exploration of the entitlement concept, and increased publicity on the lifelong learning concept.

(105)
ED 145 093
Kurland, N.D. et al. Postsecondary continuing education and lifelong learning. A report prepared for the Regents 1976 statewide plan for postsecondary education. Revised. 75 p.

Based on several New York State studies of adult education, some conducted under Higher Education Act Funding, this report is one of several on the educational needs of adults conducted in preparation for the regents 1976 statewide plan for postsecondary education. The central argument is that the regents' goals for postsecondary education



can only be fully achieved if the lifelong learning needs of adults are met, and New York, therefore, should conceive of postsecondary education in terms of its contribution to meeting the needs of all its citizens through opportunities provided by formal postsecondary institutions for adult students (usually part-time students) and through such nonformal agencies as libraries, museums, media, and community organizations. Following brief assessment of educational practice with respect to the regents goals for postsecondary education, specific recommendations are detailed for how the needs of adults can be met within the framework of each of the four goals: (1) open access for all citizens without regard to age, sex, race, creed, national origin, geographic location, or economic status; (2) quality education guaranteed through the maintenance and monitoring of appropriate standards, the assurance of academic freedom, and the acceptance of academic responsibility, (3) provision for special needs through efficient allocation of resources without regard to geographic location, and (4) a responsive system attuned to the changing needs of society, which is sufficiently flexible to adapt to those needs in a timely fashion.

K-L

(106)
ED 075 694
Lalles, R. The tevec case: an experiment in adult education using the multi-media system. Experiments and innovations in education, no. 1. Geneva, IBE, 1973. ENGL FREN SPAN

The first in a series of Unesco studies entitled Experiments and Innovations in Education concerns an educational television project in Quebec. The project was conceived as the most economical and effective way of providing lifelong education for Quebec's undereducated adult population. Emphasized in the report is the importance in educational innovation of originality in the fundamental objectives and clarity in formulating them. Topics included are: (1) the choice and precise formulation of objectives; (2) from the novelty of well-informed and well-formulated objectives to the multiple innovation system--conception of the television broadcast, from television as the favored medium to the multi-media system, from the multi-media system to the participation structure; (3) innovation from the design stage to the implementation stage. Specifics of the tevec project are tabulated in appendices.

(107)
ED 148 988
Lamy, P. Education and "survivance": French education and linguistic assimilation. Paper presented at the Annual Meeting of the Western Association of Sociology and Anthropology, Calgary, Alberta, Dec 1977. 29 p.

In this paper the impact of French language education on linguistic assimilation among Canadian Francophone minorities outside of Quebec is assessed. The study of adult recurrent education, conducted in 1974-75, was the data set used in the study. The sample was selected from a target population of those persons 18 years of age and older in the Ottawa census metropolitan area. The sub-sample of persons of French Mother constituted the universe examined. French language education was found to be an important barrier to the linguistic assimilation of Francophones in the Ottawa area. In addition, language of instruction was found to have a cumulative impact ranging from modest to strong on the language spoken at home, with friends, at work, language of exposure

to the mass media, inner speech, dominant language, and ethnic identity. Various conclusions were reached including the fact that: the language of instruction has a strong impact on the language of inner speech, especially at the elementary level; language of inner speech, in turn, correlates strongly with the language spoken at home, with friends, and to a lesser extent, with dominant language and ethnic identity; and language of instruction at the secondary and postsecondary levels is more important in terms of language use at work and vis-a-vis the mass media. This paper contains quantified, theoretical, and ethnographic information.

(108)
ED 038 595
Larsson, U. Permanent education in Sweden. Strasbourg, Council of Europe, Oct 1969. 30 p. Studies on permanent education, no. 10/1969.

This report describes the levels of the Swedish educational system as it now exists, and discusses the directions which changes in educational policy may take. A principal consideration is the possibility of changing the allocation of resources to education to provide greater support for adult education. The report raises the question of whether the continued expansion of youth education is the wisest expenditure of resources, since it increases the "educational gap" between the generations. Most of the present labor force had only six or seven years of old-fashioned primary education, but 80-85% of the younger generation receive an education lasting 11 or 12 years. A system of "recurrent education"--education that could occur at periodic intervals after the individual has completed his compulsory intermediate schooling and begun work--is suggested as a possible addition to the youth-oriented educational system.

(109)
ED 124 093
Lavin, M.J. ed. Western Interstate Commission for Higher Education Biennial Legislative Work Conference on Higher Education, 9th, on target: key issues of region, state, and campus. Boulder, Colorado, WICHE, Mar 1976. 68 p.

To provide a forum for discussing mutual concerns shared by legislators and educators and more specifically to promote a better understanding and clearer communications between the Western Interstate Commission for Higher Education (WICHE) and state legislators was the purpose of the 1975 legislative work conference attended by 180 western legislators, educators, and government officials. This document contains presentations made at the conference: the keynote address "Higher Education Issues and the Legislative Process" by Donald R. McNeil; "The Legislative Council of the Southern Regional Education Board: How It Works" by Senator W.E.(Pete) Snelson; "Dollar, Dollar, Who Gets the Dollar? Making Decisions in a Time of Fiscal Stringency" by Frank H. Bowen; "Demands Across the Table: Trends, Effects, and Issues in Collective Bargaining in Higher Education" by George W. Angell; "The Buck Stops Where? State Responsibility for Postsecondary Education" by Elizabeth H. Johnson; "How the West Was One: Alternative Means of Providing Access to Postsecondary Education" by Virginia W. Patterson; "I Came Back: Lifelong Learning" by Martha E. Church; "The Unbudget: State Support for Postsecondary Education in Times of Financial Stringency" by George B. Weathersby; "Today, Tomorrow, and the Day After: Higher Education in the 1980's" by Malcolm Moos; "Ivory Tower Dues: Institutional Responsibility to the State," William E. Davis; and "Legislation and the Campus: The Relationship of the Political Process to Postsecondary Education--A Plea for Restraint" by Lee R. Kerchner.



(110)
ED 118 876
Lengrand, P. An introduction to lifelong education. Paris, Unesco, 1975. 157 p.

The concept of lifelong education has become a key issue in educational planning. The author, a theorist and practitioner in adult education and a member of the UNESCO Secretariat since 1948, suggests how lifelong education can be promoted and highlights some of the problems it involves. The book is in two parts. In the first, the author tries to show the logical and organic development of lifelong education in its various stages and identifies a number of challenges which require an intellectual, physical, and emotional readiness. The study continues with a number of analyses of the significance, dimensions, and objectives peculiar to lifelong education, and closes with proposed elements of a strategy for educational action. It stresses the necessity of linking together, in both thought and achievement, the objective and processes of education as applied to children, adolescents, and adults.

(111)
ED 046 213
Leonard, G.B. Education and ecstasy. New York, Delacorte Press, Dell Publishing Co., 1968. 239 p.

The highly interactive, regenerative, technological society now emerging will require something akin to mass genius, mass creativity, and lifelong learning; and schools as they now exist are already obsolete. Education of the future will be, and could be now, a utopian, voluntary, joyful, lifetime experience for its own sake. Our present level of education could be achieved in one-third the time or less, and could be extended to expansion of the mind and senses. In the future, children at school will learn delight, not aggression; heightened awareness and control; and the commonly-agreed-upon skills of the ongoing culture. They will learn how to bring creative changes, how to learn, and how to explore and enjoy the infinite possibilities in relations between people. This dimension of play and fun needs to be added to present-day electronic tutors.

(112)
ED 106 517
Levine, H.A. Strategies for the application of foreign legislation on paid educational leave to the United States scene. Washington, D.C., National Institute of Education (DHEW), 1975. 131 p.

The paper discusses both European and American approaches to providing and funding recurrent educational opportunities for workers and their families. A section covers actions and studies of international organizations regarding paid educational leave and European attempts to increase educational opportunities through national and state legislation, private practice, and collective bargaining. A major portion outlines in detail educational plans of American companies and international unions; other sections discuss policy recommendations and strategies for implementation in the United States. Three basic recommendations are made: for a coalition among the educational world and the worlds of industry and labor (requiring a vehicle for communication among labor, management, government, and education); for agreement between labor and management prior to adoption of national or regional legislation; and for effective representation of the formal education system in such a coalition. Conclusions point out the paradoxical need for more expenditure on recurrent education in a time of economic crisis, and call for national institute of education aid in

coordination, planning, and research in the United States.

(113)
ED 126 930
Lipson, J.I. Open learning and adult education. Paper presented at the National Conference on Open Learning and Nontraditional Study, 3rd, Lincoln, Nebraska, June 1976. 12 p.

Programs for the continuing education of adults are often fragmented by the structural division of higher education. If extension education is to prosper, it should be centrally administered. This could enhance the student experience by: (1) providing complete information on educational services; (2) establishing a broader learning community; and (3) permitting the extended use of mass media. Unification could also reduce unnecessary competition among programs and add strength to the movement toward lifelong learning.

(114)
ED 018 697
Liveright, A.A. The uncommon college, the college of continuing education at metropolis university. 1966. 28 p.

Here is described hypothetical metropolis university of 1980 with an undergraduate curriculum designed to provide a climate for lifelong learning and with a college of continuing education developed along lines of the four primary roles of adults—worker, family member, citizen, and self-realizing individual. Four institutes serve the four roles. In addition three centers cut across the four institutes to provide services and research to all of them—centers for counseling and community referral, for research and professional development, and for metropolitan studies and problem solving. Administrative and organizational arrangement involves a readily accessible campus for adults with a learning center, a small residential unit, and a museum for popular science. Faculty is obtained by a lend-lease arrangement with industry and government in metropolis and use of faculty aides. Financing is diversified. Community cooperation is strong. New educational technology is exploited. The mythical quality of the university is belied by its roots in realities of the 1960's listed in the appendix.

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(115)
ED 019 537
McNeil, D.R. Toward greatness. Speech presented at the Annual Seminar on Leadership in University Adult Education, 10th, Michigan State University, 1967. 12 p.

University extension in the United States is moving toward greatness because of an academic revolutions that embraces changing technology, acknowledgement that lifelong learning is a necessity, and a realization that the public is not sufficiently well informed. Moreover, state and local governments are tending more and more to enlist the aid of the universities in public service. In order to realize the promise of greatness, however, university extension divisions require changes in the level of self support, and improved reward system for extension instructors and professors, better means of recruiting and training extension personnel, and the strengthening of such national organizations as the National University Extension Association.



(116)
ED 064 222
Mahau, R. Relations between sport and education. Speech given before the Scientific Congress convened by the Organizing Committee for the Games of the 20th Olympiad, Munich, 24 August, 1972. Paris, Unesco, 11 p.

This paper deals with the role of sports in the educational process. The following points are discussed: a) sport as relaxation, b) sport as an exercise in self-control, and c) sport as a builder of character. Based on these points, the concept of automatic incorporation of physical education in the classroom is presented, with emphasis on the reform in the field of education which would encompass "lifelong education". The summation of the paper stresses a) the educational potential of sport, b) the involvement of both individual freedom and communion with men in the field of sport, c) the promotion of health and happiness, and d) the combination of education and sport in a changing society.

(117)
ED 120 596
Martinko, A. Educational counseling services for nonschool adults, including: adult basic education, career resource centers, district library centers, employment security offices, general educational development; rehabilitation facilities, skill centers. Harrisburg, Pennsylvania State Department of Education, Bureau of Information Systems, May 1975. 30 p.

The concept of lifelong learning places new emphasis on helping out-of-school adults make their educational and employment choices. Educational institutions are beginning to extend their counseling services to adults who need them. However, other agencies and various educational programs designed to meet specific adult needs, which include educational and/or employment counseling, operate throughout the state of Pennsylvania. This report identifies the types and locations of the various counseling services within the state on a regional basis. While this report focuses on specific services in a single state, it offers guidelines to others, relating to services which might be offered as part of a total state service program to all adults in that state.

(118)
ED 136 540
Mays, M. State of Ohio curriculum guide for moderately mentally retarded learners. Columbus, Ohio State Department of Mental Health and Mental Retardation, 1977. 95 p.

Provided is a curriculum guide based on the lifelong learning needs of moderately retarded persons. Behavioral objectives are identified at each of six levels of functioning which approximate the mental age levels of 1.5, 3.0, 5.0, 7.0, 8.0, and 8.0 + (adult) years. Sections cover the following persisting life problem areas: (1) developing the ability to communicate, (2) managing one's body, (3) understanding one's self and other, (4) fulfilling home and work responsibilities, (5) developing the ability to travel, and (6) developing leisure time alternatives. A final section provides guidelines for implementing the curriculum, covering planning and using instructional units and planning the daily schedule.

(119)
ED 128 052
Miami-Dade Community College. General education at Miami-Dade Community College. Draft document. Florida, May, 1976. 46 p.

This document, based on input from faculty and students, presents a

rationale, definition, and goal specification for general education at Miami-Dade Community College. Responsiveness to community education needs and "open admissions" are posited to be two important aspects of the mission of the community college. To integrate these mission concepts with a rationale for general education, five values of general education are put forth: (1) it enables individuals to integrate their knowledge; (2) it offers opportunity for commitment to lifelong learning; (3) it enables students to intensify the self-actualization process; (4) it enables students to find meaning and value in their life experiences; and (5) it enables students to better understand their places in the world and to more fully realize their potential. General education is defined as that which has as its fundamental nature and purpose the integration of every student's knowledge, skills, attitudes, and experiences. The goals of general education, expressed in terms of competencies, are listed as are principles for curriculum development. Student demographic data, the "basic skills problem", the "survival/enrichment" issue, the "career" issue, and the "quality" issue are discussed as factors germane to development of a general education program.

(120)
ED 062 630
Michigan State University Continuing Education Service. New life styles for continuing education. East Lansing, 1971. 86 p.

Major addresses presented at the 13th seminar for college and university leaders in continuing education are provided in these proceedings. The addresses are as follows: "Seminar Preview" by Russell J. Klets; "Welcome" by Armand L. Hunter; "The Continuing Education University" by Charles E. Perry; "Major Problems Facing the University: Internal and External" by John E. Cantlon; Undergraduates: New Life Styles for Lifelong Learning" by D. Gordon Rohman; "American Business--Partner With Professors" by Joseph H. Harless; "Community Cooperation and Involvement" by Robert C. Anderson; "Patterns of Change in the United States, Where Will We Be Ten Years From Now"? by George Hay Brown; "Continuing Education--The New Needs and People, A View From the Legislature" by Gerald A. Faverman; "A Foundation Executive Views the Future and Continuing Education" by Russell G. Mawby; and "Lifelong Education in the Pluralistic University" by Clifton R. Wharton, Jr.

(121)
ED 099 532
Ministry of Education. Adult education in Ireland; a report of a committee appointed by the Minister for Education. Dublin, 21 Nov, 1973. 166 p.

The committee reports on adult education needs in Ireland and proposes a structure to service them. An initial examination of existing adult education services, published in an interim report with a directory of agencies, stimulated further submissions of information from Ireland and abroad. Basic conclusions on the type of permanent structure needed were derived from assessment of the adult education provision of many statutory and voluntary bodies, the difficulties being experienced by them in the matter of resources, and the ever-increasing demands being made on them for an extension of their services. Although broad in scope, the report is thorough and detailed, and reflects the committee's determination to approach the problem scientifically and to carefully define basic concepts. Philosophical and sociological background is provided; resources are surveyed; and fundamental, training, and special needs are identified. Proposing a structure for adult education, the committee emphasizes the concept of permanent education (continuous learning), the fragmented nature of Irish education, and the need for a definite system, framework and organization within which adult education can function and develop. Extensive and specific recommendations are made, based on the findings.

(122)
ED 098 710
Ministry of Education. Improving learning and teaching. Educational Development Conference: report of Working Party. Wellington, New Zealand, 1974. 279 p.

The Working Party on Aims and Objectives reports on its reappraisal of elementary and secondary education in New Zealand. Attention is focused on four major concepts: 1) the school as a professional unit, 2) lifelong education as a continuing process beyond the formal school system, 3) continuity throughout the educational system, and 4) school community cooperation and mutual support. Within this framework, priority is placed on the continuing education of teachers, human and material resources reorganization and development, the strengthening of school-based curricula and the eliminating of national exams, and the fostering of change and innovation through research and evaluation. Specific areas of emphasis include the training of adult educators and the development of community schools, parent education and the rationalization of levels of training, the strengthening of the school as a professional unit, continuing for all teachers, courses for training officers and strengthening of vocational guidance, the establishment of a unified teaching profession, the development of school-based curricula, moral education as a planned part of the curriculum, and the strengthening of school-based assessment. The complete set of recommendations is a part of the narrative of this report.

(123)
ED 144 901
Ministry of Education and Cultural Affairs. Report on educational developments, 1974-1976. Mauritius, 1977. 10 p.

Educational development in Mauritius is directed by a Minister of Education and Cultural Affairs in conjunction with a government appointed advisory board. Education is the largest single item in the national budget and comprises 25% of estimated annual expenditure for 1977-78. The primary education system serves 92% of the primary school age population. The teacher pupil ratio is 1:27 and promotion from grade to grade is automatic with a comprehensive exam administered at the end of the sixth year. Elementary science and civics have been introduced into the curriculum on an experimental basis. Secondary education offers a broad base core curriculum of academic subjects for the first two years, followed by a scientific, technical, or commercial specialization. The University of Mauritius offers courses in agriculture, administration, and technology. Conscious of the need for continued improvement of the educational system, the government set up a five year plan for 1975-80. Objectives of the five year plan are: (1) democratization of the educational system; (2) balance of facilities between urban and rural areas; (3) curriculum diversification; (4) institution of lifelong learning programs; and (5) adjustment of the educational system to meet manpower requirements.

(124)
ED 147 557
Minnesota State Planning Agency. Alternatives for lifelong learning in Minnesota: the nonformal educational sector. Final report. St. Paul,

May 1977. 333 p.

A study was conducted in a single four-county region in Minnesota to determine the nature and extent of nonformal education, or educational programs designed for people who have completed secondary education (or who are beyond the compulsory school age) and which are offered by an institution or agency outside the traditional postsecondary institutional sector (business, citizens associations, government agencies, labor unions, mass media, professional organizations, private social agencies, community education programs). Data relative to 1974-75 was collected only for those education activities which were of three hours or longer, and which had as their goals occupational and career advancement or intellectual and interpersonal development. Data was collected by on-site visits and through background research. Implications of the study revealed that (1) living in a rural area constitutes a barrier to continuing education; (2) a greater proportion of learning experiences are available in occupationally related fields than in personal development and basic education areas; (3) more inservice training opportunities are available in professional or managerial areas than in other types of jobs; (4) many providers in the nonformal sector maintain mutual communication and planning relationships; and (5) most providers reported a need for information and assistance relative to a more complete network of all educational providers, staff training in instructional methods, decision making concerning programs, and implementation of continuing education activities. This report of the study presents information according to two schemes: by the nature of the content of educational offerings provided and by the nature of the provider. An essay on nonformal education and a brief demographic sketch of the region studied are also included.

(125)
ED 136 001
Minnesota State Planning Agency. Alternatives for lifelong learning in Minnesota: the nonformal educational sector. Summary report. St. Paul, Dec 1976. 46 p.

The Minnesota State Planning Agency conducted a study in region 7W, consisting of Stearns, Benton, Sherburne, and Wright Counties, to determine the nature and extent of educational programs designed for people who have completed secondary education and which are offered by any institution or agency outside the traditional postsecondary institutional sector. (These agencies included profit and nonprofit business organizations and industries, citizens' associations and interest groups, government agencies, labor unions, trade associations, professional organizations, private social welfare organizations, public secondary schools, regional associations and commissions, and religious organizations.) Further, the study was designed to identify and describe the major educational networks providing such educational programs. Findings showed that of the over 23,321 people in region 7W who were served in 460 different educational offerings lasting three hours or longer and of an occupational or intellectual nature, most lived in or near the cities of St. Cloud and Buffalo, were between the ages of 22 and 45, were female (approximately 75%), possessed a high school diploma, had some postsecondary education or training, and belonged to the middle socioeconomic group. This summary report, in addition to an overview of the study, includes major findings resulting from sectoring according to the content of educational offerings, major findings resulting from sectoring according to the type of education provided, a discussion of the general implications of the findings, and an appendix containing selected graphs and charts.



(126)
ED 138 521
Moro-Oka, K. Recurrent education: Japan. Paris, OECD, CERI, 1976. 67 p. Recurrent education. Policy and development in OECD member countries.

The report on recurrent education in Japan is one of a series describing continuation education in OECD member countries. Intended as a means of liberating individuals from the education-work-leisure-retirement sequence, recurrent education provides freedom to mix and alternate these phases of life within the limits of the socially possible. Chapter I provides information on the post World War II re-orientation of the Japanese formal education system in response to new demands such as recurrent education and discusses services provided by public and private agencies. Chapter II discusses study opportunities for five periods of life: infants, school children, adults, the general public, and meeting the demands for leisure activities. Topics include education in the home, parents' education classes, children's nature study, public vocational training, women's study classes, classes for the elderly, educational broadcasting and television, correspondence courses, and expansion of leisure time. Chapter III provides information on administrative measures which have been developed to deal with these programs. Described are the social educational council, citizens councils, activity statistics, educational media, and budgeting, concluding remarks in Chapter IV discuss Japan's objective of providing quality education for all stages of human development.

(127)
ED 074 337
Moro-Oka, K. Towards the construction of lifelong education system. Paper presented at Interdisciplinary Symposium on Lifelong Education, Paris, 25 Sept to 2 Oct, 1972.

Since the ideal of lifelong education is closely related to the reorganization of the entire educational system, it is necessary to recognise the distinction between education and its administration. Democratization, continuity, flexibility and freedom are principles related to planning and administration; active participation, initiative and self-help are principles related to the educational process. Lifelong education achieves integration of the educational system through integration of the five individual competencies fostered by families, schools, and other groups. They are physical, communicating, practical, cultural and civic competencies. Civic competence comes with actual experience of adult life, so adult education has a special responsibility for this competence. Japan has experienced the greatest changes in its history in the last half of this century, and the idea of lifelong education was introduced to help individuals make the social adjustment. Some of Japan's advantages in realising lifelong education are: (1) diffusion of formal school education; (2) cultural homogeneity; (3) increasing interest in the idea; (4) social education--for parents, women, the aged, those out of school, adults in general; and (5) administrative measures--for social education. The government decides policy for social education services by investigation, experimental projects, exchange of information and opinions, and financial support.

(128)
ED 094 432
Murphy, S.M. Theoretic and strategic basis for development of a discovery program in human communication. Ann Arbor, Michigan, University Microfilms, 1973. 158 p. Ph.D. dissertation, The University



M

of Iowa. 158 p.

Exploring relationships between communication and learning within a conceptual framework for a problem-oriented discovery program, this dissertation presents a learning program which (1) enhances possibilities for learning during the time formally called learning or education; (2) provides carryover for lifelong learning habits; and (3) views teachers as participants in learning processes rather than as outsiders who dispense answers. The dissertation also offers an inventory of 24 statements about human communication, developing nine of these into a sample program appropriate for secondary schools. Strategies include observation of the statement, consideration in the form of a series of questions, "interface" with the statement embodied in everyday experiences, evaluation of performance in the interface, simulation, and the keeping of a journal. This program is prepared as materials and instructions ready for students to use individually or in groups.

(129)
ED 094 148
Mushkin, S.J. ed. Recurrent education. Washington, D.C., National Institute of Education (DHEW), March 1973. 354 p.

The volume presents 24 papers deriving from the March 1973, Georgetown University Conference of Recurrent Education, the first major meeting on recurrent education to be held in the United States. The conference findings underscore the many problems and issues favoring greater flexibility in the timing of education and educational systems that give meaning to the broadening of these choices. The intent of the meeting was to provide American scholars a sense of European thinking about recurrent education to promote an interest at home. The papers are organized according to general topics: policy directions (three papers), supply and demand (four papers), target group focus (five papers), education and the world of work (six papers), and financing and politics of recurrent education (five papers). There is a summary analysis of an agenda for research concluding the papers. A 17-page selected bibliography divided into subject categories is included, and an index to the papers provided.

# N

(130)
ED 110 681
National Advisory Council on Extension and Continuing Education. Equity of access: continuing education and the part-time student. 9th annual report. Washington, D.C., 31 Mar 1975. 77 p.

The National Advisory Council's annual report focuses on the dramatically increasing numbers of adult Americans who are continuing their education on a part-time basis; in this regard, the Council recommends the adoption of a national statement of policy reaffirming the need for lifelong learning opportunities for all citizens. In support of this policy, the Council submits specific recommendations: (1) to help improve the access of adult part-time students to these opportunities, and (2) to help develop professional manpower to serve adult learning needs and to design alternate educational programs on their behalf. A major task of the Council was to complete a congressionally mandated evaluation of Title I of the Higher Education Act of 1965 ("Community Service and Continuing Education"). The recommendations stemming from this evaluation are incorporated into the annual report. Appended to the summary of recommendations are; (1) a summary of supportive statistical data on adult part-time students, presented in narrative form, with an attached copy of the Council's letter to United States Senators, recommending appropriate actions, (2) a report from the community service and continuing education program (Title I) to the council; and (3) a directory of state-supported Title I projects.

(131)
ED 150 412
National Advisory Council on Extension and Continuing Education. Proceedings of the Invitational Conference on Continuing Education, Manpower Policy and Lifelong Learning (Leesburg, Virginia, 10th to 11th Jan, 1977). Washington, D.C. 67 p.

This document contains the proceedings of a conference for representatives of organized labor, business and industry, postsecondary institutions, and federal agencies which was held to (1) discuss adult learning needs and opportunities in the United States, and (2) make recommendations on those adult learning issues which ought to be matters of public policy development. This publication begins with a scope of work statement outlining the conference purposes and suggesting some of the key issues followed by the welcome and charge to the conference participants. The next section is a compilation of the presentations of five guest speakers. The presentation titles and the speakers are (1) "Labor and Continuing Education" by J.C. Turner, (2) "Business and Continuing Education" by Charles Brown, Jr., (3) "Educational Practice and Industrial Custom" by Paul Miller, (4) "Government and Continuing Education" by Albert Quie, and (5) "Education, Manpower, and Government" by Jacob Javits. Then follow two summary statements of the workshop sessions in which all conference attendees participated. Concluding this document is a list developed by the conference participants of forty-seven recommendations for federal action relevant to the conference topic. The conference agenda, a list of conference participants, and the amended version of Title I of the Higher Education Act of 1965 are appended.

(132)
ED 152 622
Neave, G. Equality, ideology, and educational policy: an essay in the history of ideas. Amsterdam, European Cultural Foundation, 1977. 41 p. Occasional papers, 4.

The paper examines interpretations of educational development in western Europe since the 1960s and suggests that equality of opportunity has been the most pervasive theme underlying educational policy and development. Most often used to describe educational development are (1) demographic and economic data, (2) analyses of structural changes in the educational system, and (3) evaluation of the changing role of education vis-a-vis the social system generally. None of the descriptions has the historical perspective to convey the extent or the true nature of educational change which has resulted from the substitution of public education for the church as the principal transmitter of values and beliefs. A better measure of educational development is the value change reflected in public policy. A major result of the policy shift toward public education rather than religious education has been an increase in equality of opportunity. Three interpretations of equality of opportunity presently prevail in European nations: (1) predestinative (division of secondary schools into vocational and college preparatory); (2) redemptive (equal life chances for all students, regardless of academic ability); and (3) dissenting (alternative schools, lifelong

education, and individual curriculum). The conclusion is that educational development must be understood as a combination of past and present values and that educational systems must cease to be, or to be considered, purveyors of a particular orthodoxy.

(133)
ED 067 355
New York State Education Department. Bureau of Secondary Curriculum Development. Education and the consumer. Expanded programs in consumer education. Albany, 1972. 37 p.

One of a series, this curriculum guide is designed for use as a supplement to a 12th grade course entitled "Consumer Education, Materials for an Elective Course" described in ED 022 044, or as an independent unit. Education is viewed here not only as a consumer purchase but also as a preparation for future employment. Ways are given to use money to achieve greatest satisfaction. The purpose is to help students realize how education helps them achieve lifetime goals. The interdisciplinary course may be used in connection with social studies, home economics, business education, and other courses. Twenty understandings are presented with suggested pupil and teacher activities and sources that deal with the need for lifelong education, with ways of paying for such training, and with the agencies that provide it.

(134)
ED 150 270
New York State Education Department. Financing lifelong learning: annotated bibliography. Albany, 8 Feb 1977. 22 p.

This annotated bibliography cites seventy-nine references (including books, reports, articles, papers, and congressional hearings) on financing postsecondary education. Annotations vary in length, the shortest about 20 words and the longest approximately 170 words. The following are representative titles: Viewpoint: Money for Continuing Education; Financing Part-Time Students: The New Majority in Postsecondary Education; Needed: A Voucher Plan in Support of Continuing Education; Higher Education: Who Pays? Who Benefits? Who Should Pay? Low or No Tuition, The Feasibility of a National Policy for the First Two Years of College; New Approaches to Student Financial Aid; U.S. Policy and the Evolutionary Adaptability of Postsecondary Education; Americans in Middle Years: Career Options and Educational Opportunities; Patterns for Lifelong Learning; Financing Lifelong Education: Next Steps in Exploring the Entitlement Approach; Equity of Access: Continuing Education and the Part-Time Student; Setting and Criteria for the Design of an Effective Public Policy of Educational Entitlements; Strengthening the Alternative Postsecondary Education System: Continuing and Part-Time Study in Massachusetts; For Greater Flexibility of Working Life; Continuing Education as a National Capital Investment; and The Boundless Resource: A Prospectus for an Education-Work Policy.

(135)
ED 068 833
Niemi, J.A. The meaning of lifelong learning. Paper presented at the Annual Conference of the Northwest Adult Education Association, Missoula, Montana, 12 Oct 1972. 12 p.

A concept of "learning" generally accepted today is that of a lasting change of behavior as a result of experience. The experience itself involves such things as the gathering of information and the acquiring of intellectual and social skills whereby to put this information to work for whatever purpose the learner has in mind. The concept of lifelong learning generally embraces both learning by chance and learning by design, and it has three dimensions—perpendicular, horizontal, and depth. The perpendicular includes formal learning throughout the life-span, from nursery school through post-doctoral work. The horizontal envisages breaking through the artificial barriers surrounding a field of study to unite with other fields in a cross-disciplinary pattern. The third dimension, depth, transcends all formal approaches to reach almost a metaphysic. One problem affecting lifelong learning is the threat of compulsion created through legislation and social pressure, aiming to transform lifelong learning into lifelong schooling. Instead of participating in learning, the individual may find himself undergoing compulsory adult education which would undermine the humanistic element. Another problem is the tendency to treat the concept of lifelong learning as a kind of popular cliche or slogan to be used to promote adult education offerings. A strategy proposed to foster lifelong learning is to work through existing schools and universities to diffuse the concept as widely as possible to educators and students alike. Adult educators need to learn to use the media consistently and efficiently and help adults acquire the skills needed to embark on their own styles of lifelong learning.

(136)
ED 109 323
Niemi, J.A. Technology and media for lifelong learning: what can ERIC contribute? Presented at the Illinois Adult Education Association Conference, Springfield, 10 Apr 1975. 12 p.

Thinking of technology and media in relation to a concept of lifelong learning requires a shift in perceptions of learning systems in the direction of increased innovation. Two limitations in current definitions of technology and media which must be overcome in future definitions are: (1) seeing them as contemporary phenomena which sprang from nowhere, and (2) seeing them merely as mechanical devices without regard to the process of interaction which their use imposes on the learner. The application of technology and media to lifelong learning requires a rationale on the part of both teachers and learners to enable them to understand the effects created by media and technology over their lives. The United Kingdom's Open University has developed a rationale based on human concerns which coordinates the efforts of teachers and BBC production personnel in reaching a large audience of working adults, but the learner needs to develop a rationale for using technology in self-determined learning projects. ERIC relates directly to the relationship between media and lifelong learning because it provides the kind of interaction between the learner and the computer which encourages systematic and logical thinking, and which permits the learner to become increasingly independent and sophisticated in the pursuit of lifelong learning.

(137)
ED 131 181
Niemi, J.A. ed. et al. Research and investigation in adult education. 1976 Annual register. Washington, D.C., National Institute of Education (DHEW), June 1976. 347 p.

This annotated bibliography includes 787 items of research or investigation in adult education, mostly dated from 1973-75. They cover information sources; philosophy, policies, general objectives; legislation; finance costs; studies and planning—state, regional, and national; history; adult education as a field of study; adult education research; dissemination; adult learning characteristics; high school

equivalency tests and certificate; program planning and administration; learning environments; instructional methods; mass media; communications--instructional devices; personnel and staffing; evaluation; education of special groups; program areas: curriculum; continuing education in the professions; technical education; management; supervision; labor education; career education; occupational education--industrial training; liberal education; health, mental health; home, management, consumer education; family, parent education; arts, crafts, recreation-conservation education-outdoor education; cross cultural training; lifelong learning, recurrent education, education permanente; institutional sponsors; and international perspective. Author and subject indexes are included, along with information for ordering original documents or full text reproductions.

(138)
ED 150 442
Norris, R.G. Characteristics of adults that facilitate and/or interfere with learning. 1977. 14 p.

Teachers of adults, if they are to be really effective, must be sensitive to the particular characteristics and needs of adult learners. Adults have many physiological, psychological, and social characteristics that are the result of normal aging. In determining which characteristics interfere with learning, it is found that all have an impact on the learning processes but few impair the adult from learning. Even though, as adults grow older, visual and audio acuity decrease, attention spans grow shorter, and energy decreases, the effects are usually not monumental. As adult educators become more familiar with these problems they are able to cope with them by planning, for example, more visual aids, better voice projection, and shorter, more concise assignments. As teachers become more sensitive to the characteristics and needs of adults, the positive attributes of aging begin to outweigh the detriments. The freedom of choice that adults have in their educational ventures can help overcome their learning difficulties. Further, adults are generally settled in their lifestyles, are more mature in their thinking, have life's experiences on which to draw and are serious about how they spend their time. Although some characteristics of adults may slow learning, lifelong learning, can become a reality as adult educators become more aware of adult needs.

(139)
ED 086 876
Nyquist, E.B. Planning for continuing education in the 70's. Speech presented at the New York Association for Continuing Education Annual Meeting, New York, 18 May 1971. 20 p.

Continuing education is not only an extension of the K-12 continuum but also the foundation for ensuring that childhood education is fully effective since children spend most of their first eighteen years under parental influence. Lifelong learning is necessary as new facts are discovered, society's needs and individual needs change, and some kinds of education can be taught more effectively to adults than to children. The New York State Department of Education funds continuing education because locally available revenues are insufficient to meet adult educational needs. In the 70's, four technologies (management technology, cybernation, social engineering, and biological engineering) will produce vast changes, making demands upon continuous education as the greatest single resource for meeting the challenge. Education may be expected to become a social condition while the system of education will be more flexible and open with increased opportunity for adults. As a group, adult educators possess characteristics and virtues enabling them to adapt to change and accomplish goals in unfavorable climates. The role of continuing education director encompasses ever widening areas of knowledge and expertise. Among the goals envisioned are a regionalization of continuing education services and a statewide planning system.

O

(140)
ED 138 135
Ohio Board of Regents. Higher education in Ohio master plan: 1976. Columbus, 1976. 97 p.

The 1976 Master Plan for Ohio has been shaped by the new challenges and new conditions of declining growth and expansion, changing enrollment patterns, demands for higher education from groups not previously served, the need for and advent of new programs and innovative forms of instruction, and the changing requirements of society itself. The policies proposed are designed to meet these challenges. Specific objectives and recommendations are given concerning setting for higher education; the resources available; independent nonprofit institutions; the elimination of barriers to access; developing quality; lifelong learning as a change and challenge; the future of graduate education; planning for health personnel education; and financing higher education. Areas of future concern are discussed briefly.

(141)
ED 079 572
Ohliger, J., Rosenberg, J. comps. Compulsory adult education. Columbus, Ohio Sate University College of Education, Jan 1973. 41 p.

A preliminary bibliography for a seminar on compulsory adult education is presented. A total of 231 annotated entries are given. Entries are divided into four categories: (1) compulsory adult education in general; (2) concepts significant to adult education, including lifelong education, permanent education, the educative society, the knowledge society, the learning society, career education, recurrent education and socialization, and the deschooling views of Illich and his colleagues; (3) compulsory adult education for professionals (not confined to the health professions); and (4) compulsory adult education in the health professions.

(142)
ED 049 398
Ohliger, J., McCarthy, C. Lifelong learning or lifelong schooling? A tentative view of the ideas of Ivan Illich with a quotational bibliography. Syracuse, New York, Publications in Continuing Education, July 1971. 102 p.

Recent writings on the life and thought of Ivan Illich are summarized in this paper. Attention is focused on his missionary training activities, his subsequent involvement with the Center for Intercultural Documentation in Cuernavaca, Mexico, and the influence of a Brazilian adult educator, Paulo Freire, on Illich's social and educational thinking. Finally, Illich's own views on public education and the learning process are set forth. He calls for the abolition of compulsory schooling in view of what he considers the idolatrous worship of formal education and certification, and the institutional failures of education, around the

world. Illich also urges that the drift of adult education toward institutional status be reversed to help make way for informal educational networks based on mutual inquiry and on lifelong access to educational opportunities of one's own choosing. Included are 157 references.

(143)
ED 110 155
Ontario Institute for Studies in Education (Toronto). Education on the move: extracts from background papers prepared for the report of the International Commission on the Development of Education. Paris, Unesco, 1975. 307 p.

A selection of extracts of studies compiled to document the Unesco report, "Learning To Be," illustrates different aspects of the problems of education throughout the world. The studies for the report are intended to assist governments in formulating national strategies for educational development. They are written by people well known in their own fields and representing different parts of the world and different political and cultural viewpoints. The 106 extracts are grouped under the headings of Part 1: Putting Education to the Test, and Part 2: The Time of Innovation. Part 1 is subdivided into eight topics, including the changing world, education and the development of societies, relations between education and the economy, crises and debates, the complete man, lifelong education, the learning society, and international cooperation. Part 2 contains extracts on the topics of the necessity of innovation, strategy approaches, indicative reforms, the future of the teaching profession, the importance of preschool education, adult education, and the contribution of modern technology. Appended are a list of the documents prepared for the report and a list of the authors, with biographical notes.

(144)
ED 143 591
OECD. Education policies and trends in the context of social and economic development perspectives. A report by a group of experts. Paris, 1977. 46 p.

The report describes educational policies of the Organization for Economic Cooperation and Development (OECD) member countries in light of socioeconomic trends. It is intended as a guide to educational and economic development for use by educational policy makers. The report is presented in three sections. Section I discusses the present and long-term role of education in the community and in society. Topics discussed include demographic trends such as drop in fertility, regional migration, and foreign workers; changes in educational demand brought about by democratization; and financial, human, and physical resources. Section II predicts the future of education, examines educational policy trends in Europe since World War II, and suggests general policy outlines in response to these trends. Redefinition of the function of education to include more stress on individual development is suggested as one solution to problems of declining enrollment and increased educational costs. Relations between education and working life are also described. Section III summarizes changing patterns in educational growth and demand, relations between education and employment, financial and manpower resources, educational needs, responses of the education system to basic skill development, employment preparation, and recurrent education.



(145)
ED 099 267
OECD. The educational situation in OECD countries: a review of trends and priority issues for policy. Paris, 1974. 70 p.

An analysis of the educational situation in Organization for Economic Cooperation and Development (OECD) member nations is presented in this report. Members are Australia, Austria, Belgium, Canada, Denmark, Finland, France, the Federal Republic of Germany, Greece, Iceland, Ireland, Italy, Japan, Luxembourg, the Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, the United Kingdom, and the United States. Part One contains a resume of priority areas in educational policy, such as basic education, national development strategies, reform of upper secondary education, diversification of post-secondary education, recurrent education, and teachers and innovation. Two major conclusions emerge from these priorities: that the role of education has broadened into one of a social service and that education has to be more closely related to other policies of government if the social service objectives are to be realized. Specific findings are discussed in the three chapters of Part Two: Growth in Enrollments and Teacher Supply, The Costs of Education, and Changes in Education Structures and in the Quality of Education. An annex includes statistical sources for each of the member nations.

(146)
ED 112 864
OECD. Training policies for computer manpower and users. Paris, 1975. 163 p. OECD informatics studies 9.

This document contains twelve reports which were presented at the seminar on training policies for computer manpower and users held in Paris, May 1973. The seminar was sponsored by the Computer Utilization Group of the new Organization for Economic Co-operation and Development (OECD). Reports were submitted on the following topics: characteristics and general trends in informatics, the quality of future computer specialists' education, responsibility for training in information processing, training for management, philosophy, and contents of training for computing, computer science in secondary education, costs and technical facilities for training, career profiles in EDP, recurrent and permanent education and training, impact on social structures of computer science training in education systems and a demand forecast survey of information processing engineers in Japan. A statement of conclusion and recommendation concerning training policies was drafted in early 1974 by experts in the field and is included, in this document. An appendix lists names and addresses of delegates, experts, and observers attending the seminar.

(147)
ED 121 960
OECD. CERI. Developments in educational leave of absence. Paris, 1976. 237 p.

The document evaluates present international developments in the area of leave of absence during working hours for educational purposes. Part 1, Educational Leave of Absence: A Comparative Analysis, contains five chapters: (1) towards a new right to education, discussing recurrent education, the world of work, the international labor organization, and the world of education; (2) educational leave of absence: the European situation, examining principles and objectives, adopted legislation, length of leave, types of training, and financing mechanisms; (3) educational leave of absence: the situation in the United States, discussing collective bargaining, educational leave, negotiated

agreements, funds, family education, and conclusions; (4) future implications of educational leave: the nature of the problem in Europe and the United States, examining new social mechanisms, the gap between labor and education, financing and relationships within the firms, and social policy; (5) summary, discussing individual rights, financing mechanisms, and training institutions and worker participation. Part 2, Country Studies, examines educational leave in Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United Kingdom, and Yugoslavia. Appended material (from the International Labor Conference, 1974) includes texts of the adopted convention and recommendations and tables of the structure of the economically active population in the countries examined.

(148)
ED 092 404
OECD. CERI. Environmental education at post secondary level. Courses for educators, decision-makers and members of professions concerned with the environment. Paris, 1974. 183 p.

This second of two volumes on post secondary environmental education is comprised of three series of case studies that were carried out in various institutions of higher education in France, the United Kingdom, the United States, and Italy. These studies deal with the training or retraining of people in the following categories: (1) educators at primary, secondary and higher levels; (2) decision-makers; and (3) professionals whose work has a link with environmental questions (such as engineers, architects, and doctors). When appropriate, the information in the various case studies is organized under the headings: Who Does the Teaching? Institutional Organization; Course Content; Teaching Methods, Media, and Materials; Research Base; Criteria of Success; and Recurrent Education. See abstract ED 092 403 (OECD) for the first volume in this series.

(149)
ED 092 403
OECD. CERI. Environmental education at post secondary level. The training of generalists and specialists. Paris, 1974. 208 p.

This document contains a series of 12 case studies undertaken in various institutions of higher education in Australia, Canada, France, Sweden, the United Kingdom, and the United States. These studies review recent experiments in the training of future environmental specialists and generalists. Information in each of the case studies is organized under the following headings: Who Does the Teaching? Institutional Organization; Course Content; Teaching Methods, Media, and Materials; Research Base; Criteria of Success; and Recurrent Education. See abstract ED 092 404 (OECD) for the second volume in this series.

(150)
ED 110 372
OECD. CERI. Recurrent education in Yugoslavia. Paris, 24 Nov 1972. 60 p. Recurrent education: policy and development in OECD countries.

One of a series on the state of recurrent education in OECD member countries, this report focusing on Yugoslavia concludes the first stage of a research and experimentation project that Yugoslav authorities have begun. The basic characteristic of recurrent education, a post elementary system of education, is alternation of education and activity throughout an individual's entire lifetime. Recurrent education is a fundamental principle of Yugoslavia's educational policy to enable regularly employed people to acquire higher levels of education and skills from mutually invested funds. It has a sociopolitical context because recurrent education is conceived as one of the principle instruments for achieving a socialist society. The introduction to the report presents this background, with notes on Yugoslavia's general socioeconomic and educational situation and philosophy. Part one attempts to define the essence of recurrent education and its objectives, part two discusses implications of recurrent education, and part three lists questions and problems concerning the subject-content of the research project. A glossary of terms concludes the report.

(151)
ED 126 266
OECD. CERI. Recurrent education: trends and issues. Paris, 1975. 59 p.

The document, consisting of three parts, focuses on recurrent education and the need for more effective deployment of educational resources within member countries of the Organization for Economic Cooperation and Development. The first section discusses the rationale for recurrent education. Recurrent education presents an educational opportunity wherein education is presented during one's lifetime and alternates with other activities. It involves the closer integration between formal education and adult education thereby promoting equal educational opportunities, meeting manpower needs, and increasing social flexibility. The second section focuses on the present progress and problems of recurrent education and presents an empirical description and partial assessment of developments which have taken place towards recurrent education within both the formal educational system and the world of work. The third section presents an agenda for the future and immediate policy implications in the following areas: coordination and consultation, budgeting, policies for the 16-19 age group, admission policies and certification, new personnel requirements, employment policies, and research. The discussion is supplemented with tables and an annex is included on the framework for monetary developments in recurrent education.

# P

(152)
ED 106 482
Pacific Association for Continuing Education. Organizing for life-long learning. Burnaby, British Columbia, Jan 1974. 27 p. Occasional paper no. 2.

The statement reflects Canada's growing interest in adult education. Lifelong learning is viewed as necessary for coping with a complex and rapidly changing society and additional benefits of adult education can be seen in terms of cost benefits and the use of existing educational structures. Social factors influencing the need for adult learning opportunities include the knowledge explosion, computer technology, and the trend away from strictly youth-oriented schooling. Five areas of individual need are: pursuit of life-long interests; professional, vocational, and career upgrading; coping with the information explosion; identifying and resolving community problems; and life enrichment. Canadian citizens and provincial educators are indicating more interest in adult education. Many feel that the concept could better be served by a restructured department of education with support and coordinating services for an adult education program; cooperative action at regional and community levels through decentralization, already begun in the

province; and by new methods of need assessment, coordination and delivery of services. Appended are: a Canadian policy for continuing education; adult education in British Columbia; and tables illustrating growth of adult education in British Columbia.

(153)
ED 068 792
Paisley, M.B. et al. Reaching adults for lifelong learning. I. Final report and summary. Washington, D.C., Office of Education (DHEW), Aug 1972. 96 p.

The final technical report and summary of a study of lifelong learning programs in the United States are presented. Included in the report are a background study of adult and continuing education, a survey of existing programs and practices, and statistical findings. Specimen materials are shown and exemplary practices suggested. Recommendations for improved programs are given as part of the final report summary. Appendices contain the program identification questionnaire, program description questionnaire, exhibits of exemplary materials, and promising promotion practices.

(154)
ED 068 793
Paisley, M.B. et al. Reaching adults for lifelong learning. II. Case studies of exemplary programs. Washington, D.C. (DHEW), Aug 1972. 98 p.

Ten institutions that provide lifelong learning programs are examined in this report, part of a study of lifelong learning programs in the United States. Each adult education site is either a school district, community college, private college, state college, or state university. The institutions' programs are described, as are the clients, faculty, courses, and goals. Case studies of innovative programs are included.

(155)
ED 068 794
Paisley, M.B. et al. Reaching adults for lifelong learning. III. Directory of reporting programs and statistical tables. Washington, D.C., Office of Education (DHEW), Aug 1972. 106 p.

Data from programs which participated in a study of lifelong learning programs in the United States are contained in this volume. A directory of 949 reporting adult education programs is followed by statistical tables with results from promotion questionnaires. Institutions are compared by size and type.

(156)
ED 074 336
Pando Pacheco, E. Lifelong education in the Peruvian revolution: meaning, realizations and perspectives. Working paper presented at Interdisciplinary Symposium on Life-long Education, Paris, September 25-October 2, 1972. Paris, Unesco, Sept 1972. 23 p.

Lifelong education is one of the leading principles of Peru's educational reform, part of the general post-revolutionary transformation of Peruvian society. The idea that state obligation to the child begins with the school age has been done away with. The three levels of Peruvian education are divided into modalities to allow for special attention to individual problems; the modalities are basic vocational education, out-of-school higher education, special education, special vocational qualification and educational extension. The country is now in the process of social mobilization, one of the components of which is community participation in the administration of lifelong education. The educational nuclearization system has established social units grouping two to four thousand inhabitants. The purpose is to mobilize the community to utilize their resources to develop lifelong education. The new plan for adult education ranges from literacy education to vocational and technological training. Vocational education is aimed both to prepare workers for jobs and to provide on-the-job training in technological advances. The National Service for Training and Industrial Work (SENATI) was established to improve the deficient qualifications of personnel in industries. A certificates system and coordination of out-of-school education are currently being studied. Educational extension consists of discussion groups and circles created by community groups.

(157)
ED 049 678
Pange, V. De University and society in Europe: a prospective view. Stockton, California, University of the Pacific, Jan 1971. 136 p.

This report contains the notes and elements for 6 lectures that were given by Victor De Pange, head of the Division for Higher Education and Research of the Council of Europe at the University of the Pacific during January of 1971. The first lecture was devoted to student protests, using the 1968 events as a starting point. It examines whether these protests were a result of educational grievances, a criticism of society, or constructive opposition; it also attempts to explain the reasons for the protests. Chapter II deals with the response of European universities to the new situation, specifically of institutions in France, the United Kingdom, Germany, and the Scandinavian countries. This chapter also discusses a report on Policy and Planning for Post-secondary Education in Europe, the theme of the 7th Conference of European Ministers of Education to be held in Brussels in May 1971. The report covers policy objectives and constraints, system objectives and social goals, structural and institutional changes, financial and economic aspects, organization for learning, and the government of post-secondary education. Chapter III deals with "permanent education" and discusses 3 essays: "Permanent Education - An Agent of Change," by H. Jänne; "A Model for Recurrent Education," by O. Palme; and "Towards the Construction of a System of Permanent Education," by J. Capelle.

(158)
ED 044 050
Parker, E.B. Stanford's interest in cable television. Stanford University California Institute for Communication Research, 4 Nov 1970. 14 p.

Stanford University, in planning for cable television, should be aware of the future possibilities and the costs. It should join the city of Palo Alto in obtaining a cable system, assuming that Palo Alto selects a modern two-way (subscriber response capability) system. Interconnection with other mid-peninsula cable television systems is desirable, not only for reasons of economy, but also for the opportunity of reaching larger audiences with Stanford originated material. At least 10 percent of the channels of the cable system should be reserved for educational and instructional program origination by local educational institutions, including Stanford. A minimum of 24 channels should be provided, with provision for increasing the number of channels, if needed. Innovative opportunities include low-cost videotaping of seminars, extended language laboratory capability, dial-access information systems, access to educational video cassettes, and computer-aided instruction. Experimental instructional service could be offered on an open enrollment

basis to the surrounding community, expanding the potential for lifelong learning. The suggestion is made that the Federal Communications Commission allow some funds to be paid to local institutions for educational programming.

(159)
ED 066 369
Parker, F. Educational strategies for accelerating development in Southern Africa. Keynote address at the conference, "Accelerated Development in South Africa," Braamfontein, South Africa, March, 1972. 9 p.

This paper discusses the following major problems related to the educational crisis in Southern Africa: 1) maintaining educational quality while providing for rising enrollment; 2) providing for increased enrollment but with relatively less money for education; 3) counteracting the imbalance between the increasing school output and the number of available jobs, and balancing skills levels with labor demands; 4) updating course content and teaching methods to suit today's heterogeneous student population; and 5) correcting the imbalance between too much formal education and the lack of out-of-school training or lifelong education. The paper also provides a discussion of Africa's economic development, an overview of assessments of African education between 1960-65 and an examination of education as a source of economic growth. Emphasizing that strategies for solving educational problems must be related to economic development, the paper presents interrelated educational and developmental strategies in terms of educational objectives, national planning, regional planning, family planning, easing alienation, reducing illiteracy, and use of master teachers. Bibliographical notes are appended.

(160)
ED 040 364
Pelton, A.E. Financing residential adult and continuing education. Ann Arbor, Michigan, University Microfilms, July 1969. 202 p. Ph.D.

Using a mailed questionnaire survey of administrators, this dissertation examined sources of income, proposed expenditures, and financial practices in publicly supported college and university residential continuing education centers. Data were gathered, organized, and interpreted in terms of well established principles of educational finance as noted in the literature for the United States and several other countries. General findings revealed that residential centers in the United States have assumed the characteristics of a public service agency. Programs are highly adaptive to the expressed interest of participants, and the centers enjoy a close relationship with their clientele. This situation will probably continue because individual participants are the chief source of income for residential centers. These individuals realize the value of lifelong learning and are willing to pay for it.

(161)
ED 127 478
Pierce, W.F. Lifelong education--into the nation's third century. Washington, D.C., National Institute of Education (DHEW), July 1976. 24 p.

This document, a presentation made at the Second Career Education National Forum, discusses concepts related to increasing the awareness and importance of lifelong education. Three kinds of education--formal, informal, and non-formal--are defined and described in relation to the need for non-restrictive educational settings and attitudes which would enhance and support lifelong education. Two things are cited that career education should impart to adults: First, it should provide each individual those skills required for him or her to take maximum advantage of every occupational and educational opportunity; and second, it should develop in each person a predeliction toward continuing to learn throughout his/her life. In reference to adults, the facts remain that: (1) large numbers of adults already express dissatisfaction with the three arbitrary stages of life (youth, adulthood, and old age), which assign educational activities to youth, (2) a large number of adults suggest that they have been conditioned to believe that education is for youth, (3) access to continuing education has been eased by advances in technology, increased leisure time, and other situations, and (4) there is no clearly formulated policy framework for adult activities and educational opportunities. Suggestions are made for ways of establishing lifelong learning attitudes and how such attitudes are significant. References are included.

# R

(162)
ED 029 178
Rasmussen, W. The concept of permanent education and its application in Denmark. Strasbourg, Council of Europe, May 1968. 39 p. Studies on permanent education, no. 2.

A report is made to the Secretariat of the Council of Europe of a case study on the Introduction of the Concept of Permanent Education in Denmark. The supplies of education, which have been limited to clients in childhood, adolescence, and young adulthood, should now be distributed over a lifetime. Economic growth was formerly explained by input of land, labor, and capital; now it is accepted that research and education also are input factors. Political integration in Western Europe will lead to economic growth but may also cause disruption and unemployment in certain industries. Dependent on foreign trade, Denmark is particularly vulnerable; the best basis for industrial development will be a stronger educational system combined with research. A plan for the introduction of permanent education might comprise: provision of educational supplies to all major professions and occupations; reorganization of the existing system; research, development, and control functions; and reorganization of educational administration through legislative amendments.

(163)
ED 141 586
Reardon, F.J. et al. Needs of the lifelong learner: the view of agents and consumers. Harrisburg, Pennsylvania State Department of Education, Apr 1977. 188 p.

A survey employing the Delphi Technique was used to explore lifelong learning needs in Pennsylvania. Respondents included agents (those involved in the educational system such as administrators, faculty, broadcasters, librarian, and others) and consumers (representatives of groups of people who might pursue lifelong learning). Results revealed differences between these groups, consumers seeing more needs than agents. Differences also existed among agents. Community college staff readily accepted open admission, while staff from state-related universities and private colleges opposed the idea. The general view of the groups surveyed seemed to be that lifelong learners have a broad range of needs and that those learners must bear a substantial portion

of the cost of those services. Results showed primary needs as including limited requirements for admission to educational programs to encourage broad participation, widespread availability of academic and vocational counseling, and development of tests to supplement the college level examination program (CLEP) tests for crediting experience. The authors note that conflicts and disagreements among the respondents prevented simple interpretation of the data, concluding that the lifelong learner has a great many needs and people currently in the system do not yet agree on how to respond to them. The results of the survey, organized into eight categories, are appended.

(164)
ED 072 139
Rist, R.C. ed. Restructuring American education: innovations and alternatives. New Brunswick, New Jersey, Transaction Books, Rutgers University, 1972. 286 p.

The contents of this collection of articles by various authors are organized in two parts. Part I, "Innovations Within the Present Educational System," includes the following articles: "Children and Their Caretakers," N.K. Denzin; "Participation, Decentralization, Community Control, and Quality Education," M.D. Fantini; "Educational Vouchers: A Proposal for Diversity and Choice," J. Areen and C. Jenks; "Black English for Black Schools: A Call for Educational Congruity," R.C. Rist; "The Right to Learn Versus the Right to Read," N. Silberberg and M.C. Silberberg; and, "The Search for an Educational Revolution," S.M. Miller and F. Riessman. Part II, "Alternatives to the Present Educational System," includes the following articles: "Freedom and Learning: The Need for Choice," P. Goodman; "Race and Education: A Search for Legitimacy," C.V. Hamilton; "Private Schools for Black Children," C. Jenks; "Another Look at Student Rights and the Function of Schooling," parent and students of the Elizabeth Cleaners Street School; "The Storefront School: A Vehicle for Change," W.C. Nelson; "Recurrent Education: An Alternative System," B. Stein and S. M. Miller; and, "The Alternative to Schooling," I. Illich.

(165)
ED 052 323
Robertson, W.O., Dohner, C.W. Study of continuing medical education for the purpose of establishing a demonstration center for continuing education in the Pacific Northwest. Final report. Bethesda, Maryland, National Institutes of Health (DHFW), 1970. 324 p.

In modern society, lifelong learning by the physician is essential. This study was conceived to: (1) define the educational needs of practitioners in the Pacific Northwest, (2) assess the resources available to meet these needs, (3) determine what educational programs are needed, (4) develop evaluation methods for these programs, (5) identify physician participation factors, (6) develop evaluation techniques for clinical communication systems, (7) evaluate recent continuing education programs, and (8) develop a comprehensive plan for a continuing education center. The report describes in detail the techniques used to accomplish these objectives, with questionnaires and survey results contained in the appendixes. Ideally, medical education should continue in a lifelong pattern developed during undergraduate study. With improvements in program content, promotional efforts, information networks, and program offerings in individual hospitals, continuing education can be made an integral part of physicians' careers.



(166)
ED 131 783
Robinson, K. Final report on the survey of public demand/need for postsecondary continuing education for adults (lifelong learning programs) in Western New York. Buffalo, New York, Program Impact, Aug 1976. 164 p.

Program Impact, The Western New York Postsecondary Continuing Education Study, was funded in June 1975 to determine the needs of adults for learning activities and to inventory the educational opportunities available for adults in Western New York for publication in a directory. The directory, "Lifelong Learning is for Everybody," was published separately in July 1976. This final report offers an introduction to the project, regional characteristics, research methods, and results of the survey. The results deal with: who is interested in participating in education; barriers to educational participation; reasons for participating in adult learning activities; topic preferences of adults; preferred learning conditions; financing adult learning programs; career retraining; and adult advisement. Specific recommendations pertaining to each of these areas are made.

(167)
ED 123 408
Rosenthal, N.L. Politics and lifelong learning: an exploration of citizen strategies. 9 Feb 1976. 20 p.

The article focuses on where and how to prompt the political process to respond to the demands of the millions of citizens engaged or wishing to participate in lifelong learning. As in other kinds of issues, there are four major ways to influence policy: legislative, administrative, judicial, or electoral. Students and instructors in the wide range of institutions and settings of the learning society can organize themselves into groups called learning societies to promote the advancement of lifelong learning. Not only could learning societies organize themselves around political issues but they can also serve as umbrella organizations for a variety of learning activities which may be desired though unavailable in the local community. A learning society can be attached to a free university, learning exchange, adult education center, or some other similar group. A more powerful alternative or supplement to the private learning society is the selection of a Community Learning Opportunities Council (CLOC) by the Mayor, City Manager, County Executive, or other Executive Officer or responsible body. The goal then is to establish at local, state, and federal policy that every individual has the right to learn. (A lifelong learning platform presents 20 goals.).

(168)
ED 150 912
Rubenson, K., Nilsson, O. The adaptation of universities and colleges to recurrent education. Stockholm, National Swedish Board of Universities and Colleges, 1977. 9 p. R & D for Higher Education, 1977:13

This project-in-progress is one of several stages of the National Board of Universities and Colleges followup of the national reform of higher education. The overall object of the project is to study the manner in which the higher education system has adapted to the principle of recurrent education. It will entail following Swedish and international discussions of recurrent education and conducting case studies and statistical profiles with a view to providing a rough outline of the system's adaptation process.

(169)
ED 084 586
Sarbaugh, L.E. What should be the unique role of teaching or the unique applications of teaching in departments of speech communication located in urban environments. Paper presented at the Annual Meeting of the Speech Communication Association, 59th, New York City, 1973. 9 p.

Urban environments are characterized by crowding, heterogeneous groups, disparities in opportunity between inner city and suburbia, concentrated hostility, complexity in organizational communication factors, depersonalization, dependence on mass communication, and high interdependence requiring balancing of conflicting goals. While communication principles are equally relevant despite the geographical area, emphasis and application of particular principles vary. In urban settings, three communication activities should be emphasized: (1) one-to-one interaction with emphasis on mutual growth through applications of empathic and problem-centered patterns developed by writers such as Ginott; (2) enhancement of social action and implementation processes through emphasis on principles related to the areas of communication anxiety reduction, organizational communication, and action campaigns; and (3) conflict management through games such as "prisoner's dilemma" and through applications of principles from persuasion, role playing, and consistency theories. Project approaches, utilization of electronic and other delivery systems, and relevant teacher training should be stressed in the context of lifelong education.

(170)
ED 078 246
Saskatchewan Association for Lifelong Learning. Cablevision for continuing education and community programs. Conference presentations, Regina, 28th to 29th Nov 1972. 60 p.

The Conference on Cablevision for Continuing Education and Community Programs was held to present the present situation of the development of cablevision in Canada and to indicate some of the future possibilities for its use in continuing education and community programming in Saskatchewan. Following the keynote address, three panels presented speeches. In panel I, "What is Cablevision?" a brief explanation of cablevision was given. In panel II, "Policy and Regulations Regarding Educational and Community Programs," three papers were given: "A Review of Provincial Policy as of November, 1972"; "The 'State of the Art' of Local Programming by Cable Operators in Canada, Summer, 1972"; and "Broadcasting: For Whose Benefit"? In panel III, "Cablevision for Continuing Education and Community Programs in Saskatchewan," three papers were also presented: "Cablevision, Community College and Library Development--A Viewpoint"; "Cablevision for Learning and University Extension"; and "Cablevision for Moose Jaw--A Community Concern".

(171)
ED 080 836
Savicky, I. comp. European selective bibliography on adult education (1966-1971); bibliographic series 6. Prague, European Centre for Leisure and Education, 1973. 105 p.

The 165 books, articles, and bibliographies listed in this publication are grouped under seven main headings: Books and Articles on Adult Education, Bibliographies and Directories, International Conferences, Permanent Education, Adult Education in Europe, Adult Education to Individual Countries (sixteen countries), and Journals. An annotation describes the content of each entry. The section covering individual countries is divided into three groups: bibliographies and directories, basic works written in languages other than English, and basic works in English. It is also noted whether an entry has been published in a different language and if so, under what title. Information includes the address from which copies may be obtained; and for journals, how often they are published. An author index is also provided.

(172)
ED 131 778
Schultz, R.E. Lifelong learning: higher education's response. Tucson, University of Arizona College of Education, July 1976. 21 p. Topical paper no. 3.

The increased interest in lifelong learning has presented a challenge that higher education institutions are meeting with three interrelated developments: new degrees, academic credit for experience, and programs for older people. A variety of new degrees are described, including the extension degree offered to part-time students taking off-campus courses; the adult degree, which may depart from traditional degrees in admission, instruction, and evaluation, and is based on the idea that adult students are different from college youth; and the assessment degree, which emphasizes demonstration of competency. Examples of new degree programs are given. The increasing trend toward granting credit for experience is documented. Assessment and creditation has been done by the Cooperative Assessment of Experiential Learning (CAEL) and the Commission on Accreditation of Service Experience (CASE). Programs for older people are designed to assist this part of the population to adjust to changing life patterns, to find outlets for skills and interests, and to make use of their desire to serve. Several issues that are unresolved are raised, including Who pays? Should the fee structure differ from the traditional? How should the unit of credit be defined? Can quality control be maintained in these programs?

(173)
ED 038 603
Schwartz, B. A prospective view of permanent education. Report I. Strasbourg, Council of Europe, Aug 1969. 29 p. Studies on permanent education, no. 8/1969.

In looking forward to a system of permanent education, there is a need for a definition of objectives which would determine the structures, content, and methods of education. The formal educational system would have four functions: occupational training; providing basic education; teaching how to take advantage of out-of-school possibilities; and motivating the future adult to continue to educate himself. Reforms would be required: time must be allowed for experience to be extended through visits or work; choice of subjects will have to be diversified; and teaching must be linked to the learner's experiences. Information and guidance will have a capital role to play. This educational transformation would require a year of study, several years of experimentation, and a stage of systematization which will allow for constant critical appraisal.

(174)
ED 096 882
Scott, R.A. Independent study in the undergraduate college. Paper presented at the Cornell University—New York Hospital School of Nursing Faculty Forum on Independent Study, 3 Dec 1973. 18 p.

Independent study involves those activities that help students develop the capacity for self-paced, lifelong learning. Independent study may be pursued concurrently with regular courses or as an intensive experience by itself. A major question faced by all who consider offering independent study concerns the students. Few institutions offer independent study without screening students on the basis of college grades. The transfer of independent study credit is often more difficult than is the transfer of traditional credit because most institutions hesitate to recognize independent study that occurs outside their own scrutiny. Ideally, the independent study project should be a student's idea that has been refined and formulated by the student and the faculty advisor. Evaluation should involve a review of the study's objectives, which may be fulfilled by writing papers, making objects, or presenting live performances. The costs of independent study to students should depend on the university resources required by the program. Since most professional jobs require problemsolving and independent thought, both enhanced by independent study, universities have an obligation to organize independent study opportunities for their students.

(175)
ED 123 404
Shortlidge, R.L. Jr. University training for gramsevaks in India: an example of recurrent education in a low income country. Washington, D.C., Agency for International Development (Dept. of State), Jan 1974. 23 p. Occasional paper no. 67.

The document presents an evaluation of the two year Bachelor of Science Agriculture Program for gramsevaks, or village level workers, initiated by the G.B. Pant University of Agriculture and Technology, India in 1961. An employment questionnaire was sent to all agricultural graduates, 1963-71, for whom valid addresses existed. A return rate of 52% for two year degree gramsevaks and 32% for regular three year degree holders resulted, with data analyzed through cost-benefit analysis. Results indicate that the gramsevak program demonstrated the effective use of a program of recurrent education both from the standpoint of efficiency and equity. The social rate of return was shown to be equal to or greater than the comparable return for the regular agricultural graduate. The higher return was dependent on the reduction of the program for gramsevaks by one year. The one year reduction in the degree program was tantamount to substituting five years of experience in agricultural extension for one year of university course work. The better academic performance of gramsevaks despite weaker educational background and being out of school for 10 years or more indicated that no deterioration occurred in their ability to perform in an academic environment.

(176)
ED 149 835
Siegel, B. The "older" student: challenge to academe. Paper presented at the Annual Conference of the California Association for Institutional Research, San Francisco, 23 Feb 1978. 11 p.

This paper explores the impact of older students, the "new majority" participating in higher education, in terms of enrollment trends, their characteristics as learners and consumers of the college product, challenges they present to educational processes and institutions, and the concept of a "learning society" in which lifelong learning is the norm. Adult learning characteristics are compared to those of the traditional student, and responsibilities of the colleges to recognize these characteristics and accommodate them are discussed. Institutional modifications in philosophy, image, access at all levels, bureaucratic routines, responses to subgroups such as the elderly, unemployed and handicapped, and tuition are examined. Problems regarding institutional adjustment to an increasingly older student body are also discussed, including faculty tenure and hiring practices, institutional budgets, financial resources, financial aid, and the attitudes of governing boards and state and federal legislative bodies.

(177)
ED 038 593
Simpson, J.A. Permanent education in England and Wales. Strasbourg, Council of Europe, 1969. 35 p. Studies of permanent education, no. 5/1969.

An attempt is made to estimate the extent to which the concept of permanent education is consistent with educational policy and trends in England and Wales (Scotland has its own educational system) and to see how far the structural implications of permanent education are likely to be feasible there. This is a working paper for a particular operation and not an attempt at a definitive or authoritative or exclusive statement of permanent education. The document covers areas such as educational costs, policy implications of permanent education, prospects for permanent education in England and Wales, primary and secondary education, teacher training, adult education, youth service, community development, and cultural emancipation.

(178)
ED 122 729
Sine, B. Education and mass media in black Africa. The development of educational methods and techniques suited to the specific conditions of the developing countries. Problems presented by the adaptation of educational technologies. Paris, Unesco, Division of Methods, Materials, and Techniques, 17 Sept 1975. 45 p.

In developing nations educational technology is needed to meet demands for education, to supplement formal education, and to combat illiteracy and underdevelopment. While new technologies have the capacity to provide current and equal access to information and education, most countries lack the funds and motivation to use the media for educational purposes. In Africa the press and the radio have been primarily controlled by colonial and national governments. Newspapers and other print media are not yet useful educational tools because they usually are printed in a language foreign to the Africans, are dominated by foreign rather than domestic news, are poorly distributed, and are not seen as having educational value. However, educational newspapers are now in production in Tanzania, Senegal, and Mali. Radio also has educational applications in Africa, since it is well suited to the African oral tradition and may help in combating illiteracy. Radio is also an inexpensive means of providing political and cultural information, practical instruction, and lifelong education for the masses. Information about some existing educational newspapers and radio programs is attached.

(179)
ED 074 329
Skander, O. Strategies for directing existing educational systems towards life-long education: what Algerian experience has to contribute. Paper presented at the Interdisciplinary Symposium on Life-long Education, Paris, 25 Sept to 2 Oct 1972. Paris, Unesco. 23 p.

The motive power in Algeria's national education system has been and still remains the ideological force of the Algerian revolution. After

independence was won, a dramatic increase in school enrollments (resulting from decentralization) intensified the need for more teachers, better facilities and materials, new curricula, oriented to national socialist goals, and long-range educational planning for leadership training and resource development. The national educational priorities are: (1) teaching Arabic and the "Algerianization of the curricula; (2) literacy and adult education; (3) promotion of general, agricultural and vocational instruction in rural areas; (4) education for girls and women, and assistance in the emancipation of women; (5) promotion of the teaching of science and technology; and (6) relating the school of life. But reforms within the educational system have shown that the system is not equipped to carry out its own revolution by itself. A large part of the responsibility for education is being placed in a new sector in the social environment--out-of-school education--which provides literacy education, "second chance" courses, and basic technical training. But if this approach is to be successful, it must be provided with the ability to break down psychological barriers to change in education. Direct experience of the contradictions inherent in the educational system has bred the conviction that action to promote lifelong education is necessary.

(180)
ED 152 918
Spikes, F. Ecological modeling: a tool for urban education. Paper presented at the National Conference of Educators and Scholars, Macomb, Illinois, 11th to 12th Nov 1977. 16 p.

Ecological modeling is a holistic systems level approach to situational analysis which can be used in planning activities for lifelong learning in an urban setting. It is the purpose of this essay to present a discussion of ecological modeling in its pure or conceptual sense and concomitantly to translate this analysis into an effective and practical structure for establishing an interactive relationship between urban educative delivery agents and similarly situated user groups. The first element of the model, the community and advisory structure, illustrates the symbiotic relationship which exists between the constituency community, their educational needs, and the various ecological determinants which influence these educational needs. The second element is the advisory group, the structure of which is directly determined by the characteristics of the community to be served. The third element is the delivery system, which possesses interrelated environmental determinants which affect its ability to function. These determinants include the resources of the institutions and personnel. The final two elements of the model are the program/educative experience itself and the evaluation component of the program planning structure. By employing the technique of holistic or systems modeling (ecological modeling) a frame of reference by which forces which influence change in an educative system can be characterized as either positive (beneficial) or negative (adverse) or neutral can be developed. Such a framework will yield forecasts which will make it possible for educational policy to reflect the interaction of the various subcomponents of the supraecosystem. Such a model will also assist in the determination of variations of policy decisions in light of changing technological, economic, societal and political forces.

(181)
ED 114 592
Stambler, M. A systems design for classification and utilization of Indian adult education for development purposes. Paper presented at Seva Mandir (Rajasthan, India), 7 July 1975. 16 p.

There is a growing recognition in India of the significant role nonformal adult education can play in achieving national and individual developmental objectives. Traditional formal education with its greatest benefits for a small elitist group will not contribute significantly toward the resolution of major socioeconomic problems. Adult education is an important existing strategy that can be further developed as a major nonformal strategy. Currently, adult education is beginning to assume two major new role tasks, as lifelong education for all levels of society and as a major component in education for developmental strategies. A limitation of adult education, however, is the lack of an organizational framework to systematically build and improve operations. The systems classifications of this proposal would provide classification for self-analysis, gathering, classifying, evaluating, and diffusing information about adult education programs in India. The model includes: (1) identifying characteristics (organization/administration, program objectives, and time allocation); (2) setting (needs assessment, culture/economic/civic/scientific context, and other area programs); (3) program structure and function (facilities, philosophy, personnel, clientele, curriculum, and processes); and (4) output: evaluation and feedback (pre-and posttests, interviews, questionnaires, on-the-job records, research, cost/benefit analysis, internal/external efficiency, and feedback).

(182)
ED 082 007
Stein, B., Miller, S.M. Recurrent education: an alternative system. New York, New York University, Aug 1971. 25 p.

The front-end load model in which students enter school during their pre-productive years and then consider their schooling finished is not adequate in today's society. There presently exists several types of programs for education outside the regular school system (organizational, proprietory, manpower and anti-poverty programs, correspondence, television, continuing education at the college level, adult education below the college level, and others), but there is no continuity or development from one program to another. To the disadvantaged, the college dropout, the re-entrants to the job market, and the job shifters and upgraders, education, training, and readjustment aid is necessary at many points. While many programs are offered to remedy this situation, (open university, federally financed training allowances, redesigning job ladder, etc.), the real need is for a comprehensive, easily accessible, quality recurrent education system.

(183)
ED 139 233
Strasheim, L.A. Lifelong language learning: how ready are we. Paper presented at the Southern Conference on Language Teaching, 11th, New Orleans, 1975.

The concept of lifelong learning is discussed, stressing the need to view education not as a finite period, but as a process that continues beyond years of formal schooling. Part of this shift in focus involves recognizing a new meaning for "school," and realizing that education may take place in union halls, management retreats, museums, libraries, playgrounds, living rooms, weekend colleges, and on trips abroad, as well as in the traditional institutions of learning. The average student in "lifelong learning" is typically older than students in traditional education, and is not constrained by the pressures of testing, grading and credentialing. The curriculum tends to offer non-traditional courses. Lifelong language learning could offer opportunities for interdisciplinary cooperation, and should encourage teachers to deal

with alternative learning strategies. A teaching model for school programs in lifelong language learning would call for the core of the work to be done in a group under teacher guidance, followed by a period of individualized or small-group activities for enrichment, reinforcement, or remediation. One goal of such a model is to give students an opportunity to learn "how to learn" a language and to give them an intelligent basis for selecting a language to study in depth.

(184)
ED 096 843
Strevens, P. The training of language teachers: a look at the future. Topics in the culture learning, v2, Aug 1974, p. 129-136.

By the year 2000 the prevailing philosophy of education, in Western Europe and North America at least, will contain four major elements: (1) concern for the individual, (2) disapproval of authoritarianism, (3) the expectation of lifelong education, and (4) a sophisticated theoretical learning-teaching model of education. Language is now seen as a useful tool, a vehicle for communication. This attitude can be interpreted as a move away from culture-dependence in language teaching. The next quarter-century is likely to produce a wide range of technological developments based on the inexpensive videotape cassette. The trend toward individualized instruction and the growing demand for self-study materials will lead to a renewed interest in programmed learning. Certain general principles of professional training for language teachers will be detailed by the turn of the century, principles which will define: (1) the parameters of the language teacher's job, (2) the attributes of a teacher, (3) the components of a teacher's special training, (5) standards of training in practical skills, and (6) methods of achieving a realistic program. The relationship between language teaching and the disciplines of linguistics and psychology will be defined. As language teaching develops on its own theoretical bases, the direct reliance of language teachers on linguistics and psychology will wane. We are moving toward a greater understanding of what is actually involved in the complex processes of learning and teaching languages.

(185)
ED 074 327
Suchodolski, B. Life-long education: problems, tasks, conditions. Paper presented at the Interdisciplinary Symposium on Life-long Education, Paris, 25th Sept to 2 Oct 1972. Paris, Unesco. 11 p.

Lifelong education and its implications must be defined in order to embark on a rational and effective educational policy. Experiments in adult education in the nineteenth century gave rise to the idea of adult education as remedial, intended to correct the unfair treatment the lower class received at the hands of an elitist educational system. Recently, this idea has evolved into the concept of lifelong education. A continual updating of instruction is incumbent upon both backward and advanced societies. The fundamental change in the way of life of the masses, resulting in today's affluent society, is a major factor in the current popularity of the concept of lifelong education. One of the problems of lifelong education is that of preparing people for new forms of life and making them aware of the dangers or an apathetic or superficial attitude toward cultural values. Instruction should be regarded as an asset in itself and not merely as a means of achieving greater material success. The modern conception of education necessitates "de-schooling" schools; lifelong education calls for the rational integration of the teaching activity at all levels. This integration would involve re-distributing educational activities over the whole of life and harmonizing formal education with out-of-school education. The success of such a program depends largely on factors outside the control of educationists--the structure of society and the processes and forces within it.

(186)
ED 040 969
Super, D.E. ed. Toward a cross-national model of educational achievement in a national economy: the report of the Lake Mohonk Conference. Washington, D.C., Office of Education (DHEW) Bureau of Research, 1968. 382 p.

This report of the Lake Mohonk Conference represents a first attempt to establish cross-national quantitative measures of the International Association for the Evaluation of Educational Achievement. It was attended by specialists in educational measurement and comparative education, economists, sociologists, vocational educators and educational, social and vocational psychologists, from the United States, England, Sweden and Germany. The 14 papers cover the following topics: 1) comparative education as a field of inquiry and as an aid to inquiry into educational achievement; 2) the reflection of societal characteristics within the school; 3) political socialization: its implications for an international study of mathematics achievement; 4) relevance and fitness analysis in comparative education; 5) problems of aggregating scores for a measure of total achievement; 6) aggregate costs, output, and school achievement; 7) the "fit" between education and work; 8) a social model for considering the effects of interpersonal forces on the pupil as a learner; 9) overt versus latent teacher attitudes; 10) the reward system of the school; 11) roles and social expectations in school and work systems; 12) research on self concept; 13) the role of continuing education, and 14) lifelong learning in the "educative society".

(187)
ED 128 152
Szymanski, M. The development of education in the Polish People's Republic, 1973-1975. A report for the International Bureau of Education--Unesco. Geneva, IBE, 1975. 37 p.

Presenting both narrative and tabular data, this document emphasizes recent (1973-75) improvements in Poland's educational programs, policies, and legislation. Specifically, this paper addresses: (1) educational development during the 30 years of the Polish People's Republic (an historical comparison emphasizing post-war educational opportunities which have served to equalize rural-urban and class differences and promote the socioeconomic and cultural progress of the country); (2) main changes in the school organization (popularization of preschool education; universal secondary education in 10-year schools via uniform curricula; organization of vocational schools and centers of permanent education; preparation of 10-year graduates in 2-year schools with specialized sections; higher education admission via 2 years of specialized school, vocational school, outstanding skills in school olympics or national competitions, or graduation from the 10-year school plus 2 years of exemplary work or military service; and school program continuity); (3) the development of the educational system (preschool education, primary schools, secondary general schools, vocational education, special schools, adult and permanent education, social and educational assistance); (4) teacher education; (5) educational planning; (6) educational finance; (7) the modernization of educational management; (8) educational research; (9) important educational acts introduced

between 1973 and 1975.

# T

(188)
ED 074 330
Tapanes, T. Adult education is a part of life-long education. Working paper for Interdisciplinary Symposium on Life-long Education, Paris, 25th Sept to 2nd Oct 1972. Paris, Unesco. 13 p.

Lifelong education in Cuba is seen in a socioeconomic context. The characteristics of lifelong education in Cuba are implicit in its revolutionary setting, and the task of carrying it through has become an obligation and a right affecting every citizen. The training of teachers is at present the center of greatest effort. The literacy campaign, which mobilized every political or mass organization, abolished illiteracy within one year. Adult education is offered in elementary education, secondary course of worker education, worker-farmer faculty, language teaching, and youth movement. Classes are held in almost any location, and sessions are adapted to the industrial or agricultural area. The government is active in facilitating the incorporation of women into the political, economic, and social development through special literacy, technical and other educational programs. Youth movement schools were established to promote and organize the education of adolescent pupils above the age for elementary schools. Teacher training includes study and research on educational subjects, active participation in the educational workshop, and participation in people's cultural circles and in literary and scientific seminars. The circles and seminars are part of a governmental effort to make Cuban education an integrated and continuous process.

(189)
ED 038 591
Tietgens, Hans. Permanent education in the Federal Republic of Germany. Strasbourg, Council of Europe, Nov 1968. 46 p. Studies on permanent education, no. 4/1968.

This survey is based on clearly enunciated hypotheses with regard to the structure of our society, its probable development, and how we would like it to be. The introduction presents the purpose of the book. Section II attempts to outline the position of society and of education. Those reactions that obstruct change and which have to be explained in anthropological terms also form part of this initial situation. Section III states the objectives from the standpoint of principles, institutions, content, and methods. Section IV offers a few suggestions on how the objectives can be approached. The conclusion draws attention to the political problems involved in such a prospective study.

(190)
ED 130 492
Trim, J.L.M. Languages for adult learners. Language teaching and linguistics: abstracts, vol. 9, no. 2. New York, Cambridge University Press, Apr 1976, 23 p.

Increasing attention is being paid to the teaching of languages to adults. Communications improvements, tourism, immigration and international commerce are all contributing factors. Emerging third-world states often require a European language for internal and outside communications. Close contact among European nations demands knowledge of a second language for professional use. Several studies have been made to ascertain language needs in various European countries, revealing great diversities according to country, age, class, occupation and language required. Various European groups are examining adult learning possibilities in permanent and recurrent education. Several studies note the trend in language learning objectives toward a learner-centered, needs and motivation-based approach, exemplified in a Council of Europe objectives model. Languages may be learned for general communication or for special vocational purposes requiring specific technical vocabulary. Several papers note techniques and problems in this type of instruction. Immigrants and migrant workers form a special class of adult language learners-often disadvantaged, with social-educational problems. Both adult language teaching methodology and testing techniques have been closely examined. Following this survey article is a classified bibliography on adult language learning and a classified index to abstracts related to adult language learning published in this journal.

# U

(191)
ED 066 241
Unesco. Adaptation of education to the needs of the modern world in rural areas. International education year 1970. IEY special unit 9. Paris, 1970. 14 p.

One in a series of 12 documents devoted to the priority themes of international education year, this document provides basic information and suggests directions for study, discussion, and action in adapting education to the needs of the modern world in rural areas. The main emphasis in this essay revolves around the hypothesis that no effective national development is possible where the rural sector of the economy is deficient. The issues discussed pertaining to the rural population in developing nations are the numerical problem; the school's burden; the community's needs; rural and urban coordination; lifelong education; primary and secondary education; continuity and cost; the content of agricultural courses; and the planning and implementation of programs which unite educational, agricultural, and health officers along with other community workers in the development of a common sense of purpose. It is inferred that a pressing need exists (1) to orient education to economic and social development in the rural areas of young nations; (2) to effect a continuous educational process for the purpose of creating a lifelong learning process; (3) to harmonize urban and rural societies among all levels of the school system and among responsible agencies and parties; and (4) to plan carefully all conceptual, technical, economic, and administrative elements.

(192)
ED 068 761
Unesco. Adult education in the context of lifelong education. Paris, 28 Apr 1972. 35 p. Working paper for Third International Conference on Adult Education (Tokyo, 25th July to 7th Aug 1972).

The main results of the 1960 Montreal Conference on Adult Education, an analysis of the evolution of adult education during this period, and extensions and changes required in the future are presented. Unesco's role in the development of adult education through international cooperation is discussed.

(193)
ED 105 202
Unesco. Desirability of adopting an international instrument on the development of adult education. Paris, 23 Aug 1974. 21 p.

The first two pages of the document consist of Item 27 of the Provisional Agenda for the 1974 Session of the Unesco General Conference regarding the desirability of adopting an international instrument on the development of adult education. The remainder of the document is the report of a preliminary study of the technical and legal aspects of the preparation of an international instrument on the development of adult education. Opening sections of the study provide an introduction concerning concepts and considerations in adult education, followed by definitions giving the reader a clearer idea of various approaches to content and methods. Succeeding sections give a brief account of the history of adult education; a description of the situation and trends in contemporary societies; and the problem of defining a strategy for adult education as part of a process of lifelong education and cultural development. A final section outlines fields in which the adoption of an instrument seems desirable and feasible covering: general policy; adult education structures; establishments, organization, and financing; time for education and circumstances of participants; adult education staff; methods; international cooperation; and the forms of normative actions.

(194)
ED 074 332
Unesco. Life-long education in the light of certain experiments--from conception to realization. Paper presented at the Interdisciplinary Symposium on Life-long Education, Paris, 25th Sept to 2nd Oct 1972. Paris. 8 p.

This paper is intended as a proposed framework for discussion at Unesco's Interdisciplinary Symposium on Life-long Education. It synthesizes the papers submitted by re-grouping the questions posed, the problems identified, and the steps taken or considered in order to determine the scope, the nature and the modalities of the process leading to lifelong education. Lifelong education appears to be not only an educational concept but also the terminal point of the educational level of evolutionary process, the object and the result of which has been to bring education closer to new requirements and conditions of an education, economic, social, political and cultural nature. The points of view expressed by the participants add up to provide a definition of the origins, objectives, scope and content of lifelong education. They also make a contribution, essential for the purpose of the Symposium, toward making an inventory of the different types of approaches and of steps necessary to insure a transition from existing educational systems to lifelong education. (For related document, see ED 074 331 Unesco.)

(195)
ED 074 331
Unesco. Nature and purpose of the International Symposium on Life-long Education. Working paper for the Symposium, Paris, 25th Sept to 2nd Oct 1972. Paris, 20 p.

The first working paper for Unesco's Interdisciplinary Symposium on Life-long Education summarizes for participants some of the problems arising from the evolution of educational systems in the direction of lifelong education, some of the basic issues involved, and some of the requirements it meets and the consequences it may have. The areas covered are: (1) purpose of the Symposium--to answer the questions "What can be done to transform existing education systems so that the kind of education they provide is in keeping with the aims and requirements of lifelong education?"; (2) some points for consideration by participants--experience with matters related to lifelong education, the nature of the educational process as related to lifelong education, analysis of structure whose main function in education is not pedagogical, analysis of other factors making for change in educational structures, and others; (3) some issues in lifelong education--the educational dimension of personal experience and the possibility of individual self-fulfillment, the relationship between education and the overall needs of the local, national and international community, the connection between work and education, and others; (4) the starting point--discussion of determining factors in the development of a society's education structures and needs; and (5) modes of action--analysis of existing educational structures and processes. (For related document, see ED 074 332 Unesco.)

(196)
ED 029 192
Unesco. The position as regards functional literacy pilot projects. Summary. Item 21.3 of the provisional agenda of the Fifteenth Session of the General Conference, 15th Oct to 20th Nov 1968. Paris. 11 p.

A comparative analysis was made of Experimental World Literacy Program Projects in 17 nations (Algeria, Brazil, Chile, Equador, Ethiopia, Guinea, India, Iran, Mali, Jamaica, Madagascar, Nigeria, Sudan, Syria, Tanzania, Tunisia, and Venezuela) after 18 months of operation. Included were functional literacy projects in 10 nations, literacy programs linked with agricultural development in three, and small scale, short-term experiments in seven. Overall strengths and weaknesses in organization, staffing, administration, and implementation were summarized, together with provisions for evaluation. Specific administrative structures and methods, teaching techniques, uses of audiovisual media, research problems, and types of projects and subprojects (cooperatives, irrigation, agricultural settlement, and other facets of agricultural and industrial development and socioeconomic reorganization) were reviewed. Main points included the following: (1) the total program is a coherent set of interdependent and coordinated efforts; (2) the illiteracy of workers--the reason for their lack of technical ability and their low output--is a basic factor in underdevelopment; (3) functional literacy work is an essential factor in lifelong education.

(197)
ED 133 271
Unesco Regional Office for Education in Asia. Education in Asia: reviews, reports, and notes. Number 8. Bangkok, Thailand, Sept 1975. 70 p.

Reports on education in Thailand, Afghanistan, and the Philippines and reviews and reports of recent documents selected from the collection of the Unesco Regional Office for Education in Asia comprise this document. The first report, concerning educational reform in Thailand, presents recommendations of a governmental committee on curriculum, methods, administration, and equality. Afghanistan's attempts to increase opportunities for lifelong education, training, and literacy are described in the second report, followed by a discussion of national examinations for university admission in the Philippines. Reviews of recent publications on the following topics are presented: (1) social and educational reform in India; (2) science education in the Philippines; (3) the role of the university in Southeast Asia; (4)

population and education in India; (5) rural development; (6) technical education in Bangladesh; (7) educational studies in the Republic of Korea; (8) education and development in Nepal; (9) teachers and changing curricula in Pakistan; (10) university adult education in Sri Lanka; and (11) education in Australia. An annotated list of documents related to Asian education and a summary of proposals for achieving universal primary education in India by 1986 conclude the document.

(198)
ED 016 896
Unesco. Unesco International Committee of Experts on Literacy, Second Session, Paris, 29th November - 8th December 1965. Final report. Paris, 18 Mar 1966. 13 p.

International meetings organized by Unesco, particularly the Tehran Congress, have publicized the link between literacy work and economic, social, and cultural development and the need for the revision of priorities. Action is now needed. Unesco's effort to eradicate illiteracy assumes three forms--(1) conducting pilot experimental projects related to the economic and social development of the country, (2) supporting activities undertaken by government and private organizations, and (3) working out practical methods for use in literacy teaching and adult education. A functional relationship between lifelong education and technical and vocational training must be established, considering the local conditions and communities concerned. Modern mass communication--press, radio, radiovision, and television--will provide new and powerful means. It is hoped that data derived from experimental programs will serve as a guide for activities conducted independently of Unesco and financed otherwise than by the special fund. Evaluation, both economic and sociological, is the main aspect of the experimental work and will be carried out by teams working permanently in the field and by research institutes and universities. Evaluative data should be collected for analysis and wide dissemination by the International Clearing House. (List of participants and agenda are included.).

(199)
ED 135 534
Unesco. IIEP education. A select bibliography. Paper presented at IIEP Seminar on "the planning problems in rural education," 13th to 17th Oct 1975. Paris. IIEP seminar paper: 22. 12 p.

Including 120 citations, this selected bibliography on rural education covers the period between 1967 and 1975 and presents entries representative of the developing nations. Major subject areas are: women, rural youth, integrated rural development, adult education, nonformal education, employment, educational planning and development, mass communications, evaluation, and lifelong education. Some of the titles are in a foreign language (e.g. French or Spanish).

(200)
ED 104 184
University of Wisconsin-Madison and open education. A report to the UW-Madison University Committee by a Special Faculty Committee on University Outreach Functions. 5 Feb 1975. 52 p.

This document supplies a detailed rationale for four principal recommendations: (1) that the campus revise, adapt, or develop selected programs in keeping with open-education patterns, thereby making educational opportunities more readily available to significant constituencies not presently being served; (2) that campus departments schedule more of their regular on-campus credit courses and programs at nontraditional hours to better serve a growing metropolitan-type citizenry with clear need for lifelong learning opportunities; (3) that campus departments reaffirm their responsibility for all credit-bearing instruction, develop and offer appropriate instruction off-campus, and draw on extension for necessary academic-support services and coordination; and (4) that the campus reaffirm its traditional commitment to broad noncredit educational outreach and develop those faculty policies and administrative arrangements that will assure a close relationship among university teaching, research, and outreach in the interests of effective public service of high quality.





# V

(201)
ED 091 536
Valley, J.R. Promising program ventures: a review of recent developments regarding the external degree. Princeton, New Jersey, Educational Testing Service, Dec 1973. 18 p.

In analyzing past and present conditions of external degree programs, it is apparent there is emerging support for lifelong learning. There has been an increase of American interest in the external degree program, particularly during 1970. There are five external degree-related developments which contribute to increasing lifelong learning opportunities: (1) the extension of degree granting authority, (2) the geographic extension of institutional operations, (3) the use of the community as an educational resource, (4) the stimulation of external degree programs for facilitative and supportive services, and (5) the observations and recommendations reflecting professional opinions. Competence has become the organizing basis for degree programs. If external degree programs encourage learning outside traditional patterns of residential study, such programs increase the need for techniques and services for assessing learning whenever or wherever it may have occurred. The major approaches receiving attention are credit by examination, course evaluations, individual assessment, and validation model external degree programs. There are problems in the programs which require resolution, however, before the "learning society" becomes a reality. (a 32-item bibliography is included.)

(202)
ED 153 587
Vermilye, D., Ferris, W., eds. American Association for Higher Education. Relating work and education. San Francisco, Jossey-Bass, 1977. 303 p. Current issues in higher education.

The relationship between education and work is examined in relation to improving the quality of life. Part one provides a philosophical framework in which the authors reject the idea that work and education should be oriented toward producing goods and making money, but should contribute to the growth and development of the workers. Part two covers work-education issues with the emphasis on work (current education, education in industry, and aspects of behavior related to job success that are largely ignored in education). Part three examines work-education questions that emphasize education, such as vocations and the liberal arts, core curriculum, and licensure. Part four takes up the bread-and-butter issues most common in the popular press. Part five offers various work-education plans for the future, stressing the importance of putting the people before the process. Contributors include: Mortimer J. Adler, Fred Best, Burton J. Bledstein, Howard R.

Bowen, Jr., Ernest L. Boyer, Arthur W. Chickering, Russell Edgerton, Thomas F. Green, Willis W. Harman, Hazel Henderson, Daniel M. Kasper, George O. Klemp, Jr., Seymour Lusterman, Ted Mills, Stanley D. Mollen, James O'Toole, Jean R. Renshaw, Beatrice G. Reubens, Adele M. Scheele, E.F. Schumacher, Benjamin S. Shimberg, Lewis C. Solomon, Barry Stern, Einar Thorsrud, Arthur G. Wirth, and Willard Wirtz.

(203)
ED 125 460
Vinge, C.L. Jobs for geographers. Views by members in the profession. East Lansing, Michigan State University, 1975. 76 p.

How best can the employment opportunities of those trained as professional geographers (undergraduate majors and those holders of advanced degrees) be enhanced? This question, put to some seventy professional geographers associated with academic institutions, business, and government, resulted in answers involving: instruction, job hunting, the job market, job promotion, scholarship, business, government, teaching, women, minorities, and lifelong learning.

(204)
ED 042 992
Virginia Commonwealth University. Proceedings book of the National Conference on Continuing Education for Nurses, 1st, Williamsburg, Virginia. Richmond, 10th to 14th Nov 1969. 225 p.

As underlined in papers and group discussions, the growth of Nursing Continuing Education (NCE) requires a fuller commitment within the profession to the ideal of lifelong learning, improved self-diagnosis of needs, and a profession wide program of continuing career development. A national survey of existing NCE programs shows a predominance of full time directors (27 with Master's degrees, four with Doctorates, one Baccalaureate); numbers of full time nurse faculty range from three to 23. Recourse to budgets, fees, grants, and tuition for financial support varied widely. One program's experience of how to get funds stressed the importance of identifying needs and securing a strong diversity of sources. NCE participation studies at the University of Wisconsin and elsewhere reveal (among other things) strong motivation to undertake and persist in NCE programs, especially among nurses who pay their own fees. Meanwhile, such new concepts as health teams, career ladders, and a continuing education core curriculum are emerging. (The document includes an overview of regional nursing programs in several states, telephone instruction and other audiovisual technology, and issues in program evaluation.).

(205)
ED 138 169
Voegel, G. Ethical and economic issues: intellectual property, who owns it. University Park, Los Angeles, Office of Institutional Studies, University of Southern California, 21 Jan 1977. 17 p. Presented at Annual Academic Planning Conference, University of Southern California, 2nd.

The concept of intellectual property rights (defined as the creative work of some unknown dimension) is put into the perspectives in this speech of the individual involved, the educational institution, and the general public. Such concerns are ethical implications, incentives, costs, quality, change and innovation, impact on lifelong learning programs, and the impact of education, research, and service. Consideration is given to ownership prototypes, and ethical conflicts of interest such as reprint/copying request procedures and consulting on one's own time. Educational challenges in this area of intellectual property rights touch on areas of governance, institutional autonomy, faculty workload, productivity, and negotiations. Suggestions are offered for incorporating solutions to these problems into appropriate institutional policy. Included is an "ownership of intellectual property development checklist". With the impending implementation of a new copyright law, says the author, it is imperative that colleges and universities examine their own policies and take appropriate action.

# W

(206)
ED 131 258
Wahab, I. Ideology and adult education in Sweden: lesson for the U.S. Paper presented at the Nation's Bicentennial Adult Continuing Education Congress, New York, 1976. 16 p.

Adult education in Sweden is closely interrelated with the prevailing ideology in that society. The predominant ideology in Sweden consists of firm and active commitment to lifelong learning, achieving the 'learned society', socioeconomic and political democracy, full employment, individual growth and dignity, and overall egalitarianism. Welfare, which includes the provision of lifelong education for all, is the ideological foundation of the Swedish sociocultural system. The relatively small, homogeneous, affluent, and value-consistent Swedish society makes the realization of such social principles a reality. About 18% of the national budget is allocated to education; 10% of that is earmarked for adult education. More than half of Swedish adults are engaged in some form of adult education program. These programs may be (1) study circles offered by voluntary educational associations, (2) municipal and state-run schools for adults, (3) folk high schools (or people's colleges, imparting general civic knowledge), (4) labor market training, (5) on-the-job training offered by national and local governments and private companies in collaboration with their employees, (6) training programs of the trade union confederations, and (7) courses offered on radio, television, and through correspondence schools.

(207)
ED 126 247
Watson, W.J., Goody, K. Matching job education requirements with candidates' educational attainments--a pilot methodological study. Brooks AFB, Texas, Air Force Human Resources Laboratory, Dec 1975. 20 p.

The traditional methods for documenting educational achievements have limited application for prescribing desirable and mandatory educational prerequisites for service in the various officer utilization fields of the Air Force. The document describes an educational profile that was developed to display a candidate's educational achievements in a simple, standard, quantified format. Problems presented by the current system of assessing educational qualifications are discussed. The education profile has the following characteristics: (1) it displays all essential information of the candidate's college education in a simple standard format, (2) data are quantified whenever possible, (3) it permits fine discrimination in areas of Air Force interest, and (4) it expands to form the basis of a permanent education record for the duration of an officer's career. The research indicated that college transcripts can be condensed and quantified into educational profiles with a high degree of reliability, particularly in some utilization fields. One-half of the document contains the following appended materials: (1) officer education profile and definition of education categories profile, (2)

profile score sheet, (3) instructions for use of profile score sheet, (4) typical completed officer education profile, and (5) predictor variables used to quantify data in educational profiles.

(208)
ED 074 338
Wedell, E.G. The education of adults in the spectrum of public educational policy: principles and practices of the Department of Adult Education in the University of Manchester, United Kingdom. Paris, Unesco, 18 Sept 1972. 16 p. Working paper presented at the Interdisciplinary Symposium on Life-long Education, Paris, 25th Sept to 2nd Oct 1972.

The development of lifelong education in England has been slow due to the dualist educational philosophy characteristic of the English middle and upper classes. The two governing characteristics of British adult education have been its predominant concentration of provision for the working classes and its preoccupation with the liberalising role of adult education to the exclusion of its role as an instrument of social and occupational mobility. Substituting "education for adults" for "adult education"--to include all learning activities adults engage in--would lessen the confusion and prejudices associated with the latter term. The shift of public educational provision toward the adult life-span for both basic and continuing education is likely to continue. But the expected expansion in education will be financially supportable only if the cost to the public purse is reduced, either by fees provided by users or by reducing the non-educational content of educational expenditure. Continuing education has become necessary because of: (1) the expansion of educational opportunities at the basic and initial training stages of life; (2) the scientific and technological revolution; and (3) the increase of leisure and the associated increase in material standards of living. The Adult Education Department at Manchester University has two objectives: (1) to develop an anthropocentric approach to the education of adults in its teaching and research; and (2) to place adult education centrally within educational policy and practice as a whole.

(209)
ED 055 281
Wedell, E.G. The place of education by correspondence in permanent education. Strasbourg, Council of Europe, 1970. 92 p.

The significance of permanent education and correspondence education for each other is obvious. As educational provision of the traditional type has expanded, so has the demand for education. One feature which most correspondence education systems have in common is that they cater mainly for adults. This survey attempts to assess the present situation in this field in the member states of the Council of Europe. It is based on information supplied by the member states. The significant elements only in the various national systems are presented. Statistics are not presented in standardized format. The report follows the particular characteristic of correspondence education, namely, its orientation toward its clients. The deductive approach is used. Chapter II identifies the correspondence. Chapter III considers the institutions which exist to meet the needs expressed by the clients. Chapter IV deals with the educational methods employed by these institutions and traces the development of educational methodology in this field. Matters of external control and assessment are treated in Chapter V. In Chapter VI, some possible future developments are outlined. In particular, this last chapter deals with the growth of international bodies concerned to standardize practices and raise the level of professionalism in the correspondence field.

(210)
ED 149 185
Welch, F.C. Ohio State University (Columbus). ERIC Clearinghouse on Career Education. Cooperative education: a review. Information series no. 116. Washington, D.C., NIE(DHEW), 1977. 80 p.

A literature review of cooperative vocational education programs at the secondary and postsecondary levels is presented in this information analysis paper. Two different approaches to cooperative education are identified: (1) the capstone approach, in which the student receives one or more years of in-school vocational training prior to the cooperative experience in specialty areas, and (2) the diversified occupations approach, in which much of the vocational training is done on the job, with little or no formal in-school instruction prior to cooperative experience. Other topics discussed include the following: world of work and career decision making; cooperative education and the special needs student; cooperative education in higher education; adult education (cooperative distributive education for disadvantaged young adults, preretirement programs); cost-benefits; and concerns and problems of cooperative education. Summaries suggest that (1) instructional modes will vary according to expected objective, (2) the world of work involvement provides a sound base for aiding students in making realistic career decisions, (3) cooperative vocational education coordinators should have adequate skills and knowledges in dealing with special needs people to insure maximum success, (4) cooperative programs in adult education will be emerging at a greater rate as the lifelong learning concept is accepted by more adults, and (5) the benefits of cooperative education outweigh its cost.

(211)
ED 147 046
Whalen, R., ed. Conference on Rural America Proceedings (Crookston, Minnesota, 15th-17th July 1976). St. Paul, Governor's Rural Development Council, 15 July 1976. 131 p.

Presentations by nationally and internationally known speakers are in proceedings from the three-day conference. Rural futures; people, land, and water; and education and economics are major topics reported from the conference, which was designed to increase issue awareness among rural residents, increase dialogue among rural residents and between them and legislators, and awaken rural residents to their ability to solve their problems through planning and affecting legislation. The edited speeches deal with such issues as rural to urban migration, small farm versus large farm, feeding the world, pollution control, lifelong education, moral values, governmental policies affecting rural areas, the rural family, and future impact of telecommunications on rural and urban America. Also included are remarks from speakers at special sessions on rural housing, energy, rural health, taxation, and myths about rural America. The preface summarizes legislative recommendations from discussion groups on land use, education as a vehicle for change, nurturing traditional values through education and mass media, "rural hot-lines" to legislators, checks and balances on bureaucracy, and free markets and adequate capital expansion.

(212)
ED 124 157
White, R.A. New methodologies in adult education: a case study and evaluation of the Santa Maria radiophonic program. Santo Domingo, Fund for the Advancement of Social Sciences in the Dominican Republic Rome,



W

International Jesuit Center for Communication: Hamburg, Unesco, 1973. 313 p.

The monograph provides a descriptive case study and an evaluation of innovative aspects of the adult education system developed in the Dominican Republic under the sponsorship of Radio Santa Maria. The specific focus is on the attempts to implement some of the elements of "lifelong education" in the context of a country undergoing relatively rapid socio-economic development. A brief section describes the educational systems in the Dominican Republic and the dilemmas faced if attempts to achieve present educational goals and goals of a balanced socio-economic development must be based on traditional educational methods. The case study of the Santa Maria model of radiophonic schools details composition of the student body, the curriculum, the educational methodology, the duties of the field teacher and student, the approaches of Radio Santa Maria in introducing the radiophonic schools, the system of field supervision, and the structure of central administration. The results of the evaluation are then presented. Finally, a summary evaluation of the innovative aspects of the Santa Maria model is given.

(213)
ED 031 241
Williams, R.G. Adult education in the community colleges. 9 June 1969. 30 p.

The role and extent of adult education in community colleges were examined in this paper. The literature indicated no common definition of adult education except that it involves lifelong learning. One source identified five forces causing adults to seek further education. They are: basic education, degree objective, occupational training, homemaking education, and avocation and geriatric courses. Unfortunately, development of adult education programs at community colleges is often frustrated by such factors as resistance by those presently controlling evening adult schools, apathy resulting from the usually limited offerings of vocational or college credit courses, and the problem of defining the community's needs. There is considerable variation in the offerings of adult education programs at community colleges; some offer only regular, credit courses while others offer non-credit, short and/or special-interest courses as well. One aspect of these programs currently being developed is community service, which attempts to solve problems of both persons and organizations by involving both college and community resources. It was concluded that, while the community college is the institution best suited to meet the challenge of adult education, most colleges are primarily concerned with the transfer function, and thereby prevented from developing their unique and innovative role in the lifelong learning of the community.

(214)
ED 147 487
Wilson, J., Rutan, P. Career education: an open door policy. Bloomington, Indiana, Phi Delta Kappa Educational Foundation, 1977. 60 p.

A model is presented in this paper for opening the doors between the educational system and the larger community to an effective career education program which would prepare graduates of the 1980s to move directly from the classroom into jobs. Topics discussed include the following: (1) the youth employment crisis and how business and government respond, how the public schools respond, some approaches to career education (career awareness, career discovery, and career emphasis), how postsecondary schools respond, and the need for a cooperative response; (2) trends in the job market of tomorrow, including computerization, more white-collar and temporary jobs, effects of the knowledge explosion on on-the-job training and lateral management, and impact of resources conservation, including fewer goods-providing jobs, new jobs in conservation technology, and more service-providing jobs; (3) the career education curriculum and its impact on knowledge (task-oriented curriculum, lifelong education, community-based education, and multimedia curriculum), on skills (including thinking and communication skills), and on attitudes (to foster the personal qualities demanded of a future worker); and (4) suggestions for preparing educators and the community prior to implementing the career education program. Sample units are included to provide examples of career education curriculum for various age levels and to exemplify principles discussed in the paper.

(215)
ED 125 704
Wiseman, T.J. Planning for lifelong learning; a report on the Office of Community Education and Services. Malta, Illinois, Kishwaukee College, Feb 1975. 58 p.

The Office of Community Education and Services (CES) was formed in March, 1974 through the merger of the former Office of Community Relations and the Evening College Office at Kishwaukee College. This report describes: (1) the philosophy and goals of CES, (2) a detailed description of existing and planned CES course offerings and public service programs, (3) CES enrollment and financial statistics, (4) CES faculty recruitment, training, supervision, and evaluation, and (5) CES plans for future research. Within the last year, CES enrollments have increased by 531%, largely because of the opening of four community centers plus an additional off-campus location. Most CES courses are eligible for full state apportionment. Excepting administrative costs, these state funds along with student tuition and fees have enabled CES to realize substantial profits (97% in Spring 1975, 114% in Fall 1975). This compares with a 2.1% loss in other areas of the college. Even with administrative costs added in, a $13,000 profit was realized over the two semesters. CES expenses are low due to minimal supply and capital outlay costs and the practice of hiring only part-time instructors.

(216)
ED 019 572
Wolfe, L.M. A study of the relationships between lifelong learning and adjustment of older people. Ann Arbor, University Microfilms, University of Michigan, 1963. 119 p. Microfilm order no. 63-5035.

An investigation was made of a possible relationship between good adjustment in later years and learning during adulthood. An attitude scale was administered to 251 men and women over 65, from which the highest and lowest 50 scores were selected. The 100 participants were interviewed as to their educational activities--reading, adult education classes, or clubs with some educational program. Good adjustment was significantly related to educational activities and to present sources of income and grade completed. Well adjusted persons had income from private sources and had higher levels of formal education. Continued learning was not related to source of income, or school grade completed among those who had eight grades or less completed. For those completing nine years or more of school, there was no difference between adjustment and learning.

(217)
ED 143 410
Woodbury, K.B. Jr. The postsecondary responsibilities of state government: a community college perspective. Speech given before the Conference on Higher Education and State Relations, Nashville, Tennessee, 10 Sept 1976. 18 p.

"Postsecondary education" emphasizes open admissions, remedial and mastery education, career training, and lifelong learning. It charges low tuition and attracts both full-time and part-time commuter students. It is offered at proprietary schools, public and private two-year colleges, vocational-technical schools, trade schools, and hospital-based nursing and other allied health programs. By contrast, "higher education" emphasizes programs in the liberal arts and professions, is characterized by selective admissions and competition and primarily attracts full-time resident students of a limited age group (18-24). Responsibility for the future development of "postsecondary education" rests with state governments. They must recognize that the movement of citizens around the country makes the geographic configuations of states unimportant and should set as a goal the establishment of an educational common market in the United States, which might include student aid grants applicable anywhere, free student movement within states, and financial credit for each student to use throughout his lifetime. Community colleges should offer a three-year baccalaureate, upper division technical study, and direct pre-professional curricula, and should include selected secondary students in a "middle college".

(218)
ED 123 278
Woodhall, M. Distributional impact of methods of educational finance. Paris, OECD, 13 Dec 1974. 38 p. Conference on Education, Inequality and Life Chances (Paris, 6th Jan to 10th Jan 1975).

This paper begins with a review of existing financial arrangements in countries belonging to the organization for economic cooperation and development. Attempts are made to assess the effects of alternative methods of finance on inequalities in education. In addition, some of the proposals that have been made for changing the distribution of costs and benefits of higher education between individuals and society, or between different income and social groups are looked into. In most OECD countries, present methods of financing education are ill adapted to a system of life-long or recurrent education, since students in traditional, full-time higher education are usually more heavily subsidized than adults undertaking part-time education or retraining. Financial aid for students is usually provided at levels and terms which presuppose that students are young, with no dependents. This review shows that the implications of alternative methods of finance for equity and equality of opportunity are extremely complex. Despite attempts, financial barriers exist, and students are often discouraged from entering higher education by the high or indirect costs of study. There is evidence from many countries that those who are most likely to benefit from the expansion of opportunities are those who already have attained a higher than average level of formal education.

(219)
ED 017 750
World Confederation of Organizations of the Teaching Profession. WCOTP Training Workshop "The Role of Teachers Organizations in Adult Literacy Education" including report on WCOTP Adult Education Meeting "Relationships of Lifelong Education to the Work of the Public Schools" (Seoul, Korea, 1966). Proceedings. Washington, D.C. 1966. 47 p.

The 1966 training institute on adult education at Seoul attracted 37 delegates from 19 countries plus 30 observers from Korea. The aims of the institute were—(1) to develop leadership skills for National Teacher Association members, (2) to prepare a handbook to aid Teachers' Associations in development of adult education activities, (3) to analyze the present relationship between Teachers' Associations and adult education programs and to make recommendations to WCOTP, to Unesco, and to National Teachers' Associations for improvement. The training workshop speeches were--"Unesco and Adult Education," "Cooperation in Adult Literacy Promotion, the Philippine Experience," and "Literacy Campaign in Korea, Past and Present". WCOTP adult education meeting speeches were--"Problems of Adult Education in Korea," and "Lifelong Education and the Public Schools". At both meetings specific recommendations on ways to eradicate illiteracy through adult education were made. An outline of the WCOTP/UNESCO Handbook, roster of institute participants, resolutions of the 15th WCOTP Assembly on Education Planning, extracts of the report of Wilhelm Ebert on WCOTP/UNESCO relations, 1965-66 are included.

(220)
ED 086 793
Worthington, R.M. Education and the changing society. Address presented at the Commencement Exercises at Hawaii, Hilo, 25 May 1972. 14 p.

Recent technological advances have resulted in sharp breaks with all previous human experience. The realization that unbridled scientific growth and technological innovation are no longer self-evident goals opens the way for young people starting their careers to decide the future form of their social lives. It is only through controlled change and inventive technology that man can cope with the problems of the future. The effects of technological advance are not inherent in technology itself but depend on what man will do with technology. There is ample evidence of the need for the individual to possess the capacity to adapt quickly to a changing world and it is here that the impact of education must be felt. In our changing society, it is highly unlikely that education will ever again be considered terminal at any given point or level. Skills that are learned today will, too soon, become obsolete in the rapidly changing future. Lifelong learning appears to be the only hope we have of mastering our advancing technology.

# Z

(221)
ED 115 181
Ziegler, W.L. Recurrent education: a model for the future of adult education and learning in the United States. Washington, D.C., Office of Program Planning and Evaluation (DHEW/OE), May 1972. 33 p.

Recurrent education, as developed in the past four or five years in a number of European countries, is seen as a process of formal, full-time, for credit instruction for adults beyond the age of compulsory schooling in which participation was supposed to take place during intermittent periods throughout the adult working life-span. This would include provisions for reciprocal entrance and exit between recurrent education and work experience. The central feature is the emphasis on formal instruction for credit that leads to certificates of completion recognized in the society as credentialling the student to perform

occupational or job-related functions in a production and service economy. While there is serious doubt about the desirability of recurrent education as a substitute for higher education, adult education, or adult learning, the metaphor of recurrent education can be used to teach us something about alternative social meanings available for the future of postcompulsory education. After examination of the implications of the concept of recurrent education, it is found that the future of adult education and learning is not best served by the recurrent education model imported from Europe.

(222)
ED 141 513
Ziegler, W.L., Healy, G.M. Adult learning and the future of post-secondary education. Paper presented at the Adult Education Research Conference, Minneapolis, Minnesota, 20 Apr 1977. 38 p.
Written materials analyzed in this paper were gathered from work with faculty, students, and administration within higher/postsecondary institutions in inventing the future of education. A wide range of alternative futures is discussed which has emerged from this work, conducted in graduate seminars in short and long term social action research and participatory planning projects with institutions and consortia. Futures invention is described as a discovery method based on claims that the future is open to human choice, decision, and action, if and when persons become clear about their intentions and are prepared to negotiate with others their commitments and actions. The paper focuses on the ways in which these participants chose to understand lifelong learning and its associated educative activities as aspects of the futures of higher/postsecondary education. Reported and discussed in detail are 221 items taken from individual and policy team intentional claims on the future. The items organized into two main categories: (1) the adult learner as agent, and (2) alternative desirable futures for postsecondary education. Substantive concerns discussed include teaching/learning roles, definitions, activities; organizational arrangements (certification, accreditation, etc.); systems of sanctions and rewards; active/passive relationships with other institutional domains; notions of organizational and social change; and philosophical orientations and practical strategies.

(223)
ED 069 049
Zimmerman, A. Education in focus: a collection of state goals for elementary and secondary education. Washington, D.C., Office of Education (DHEW), 1972. 55 p.
This monograph, the third in a series of documents dealing with educational accountability, contains a compilation and an analysis of goal statements available from state departments of education on the direction of public education in America as reflected in state goals. Learner outcome goals are classified under the areas of (1) basic skills; (2) cultural appreciation; (3) self-realization; (4) citizenship and political understanding; (5) human relations; (6) economic understanding; (7) physical environment; (8) mental and physical health; (9) creative, constructive, and critical thinking; (10) career education and occupational competence; (11) lifelong learning; and (12) values and ethics. The report also discusses process goals--statements related to educational programs and instructional methods for facilitating the attainment of learner outcome goals and institutional goals--organizational structures, management capabilities and financial support for implementing process and learner outcome goals.





## A

(224)
EJ 117 564
Administration: extension services, public relations, collective bargaining practices. Nation's schools and colleges, v2, n5, 1975, p. 14-16,18.
Ventura Center: a laboratory for lifelong learning; high school principal takes public relations to parks and parking lots; collective bargaining.

(225)
EJ 105 476
Allsop, J.W. Toward lifelong education. Australian journal of adult education, v14, n2, July 1974, p. 51-56.
The historical situation and current developments in education are treated in relationship to adult education. Educational resource centers, and training and research in Australia are also reviewed.

(226)
EJ 054 333
Anderson, R.H., Shane, H.G. Early childhood education: implications of early childhood education for lifelong learning. National society for the study of education yearbook, v71, pt 2, 1972, p. 367-390.
Speculations about possible changes and developments likely to occur between 1975 and 1985 as a result of the probable influence of ECE on subsequent educational practice.

## B

(227)
EJ 115 263
Bengtsson, J. Trends and problems in the development of recurrent education in Sweden. International review of education, v20, n4, 1974, p. 508-513.
In attempting to reach a better balance between outlays on education for youth and for adults, Sweden has turned to recurrent education as a new alternative to the present system.

(228)
EJ 135 200
Bergendal, G. Secondary education and recurrent education in Sweden. Prospects, v5, n4, 1975, p. 512-522.
The author discusses secondary vocational education programs and work study programs for adults in Sweden.

(229)
EJ 167 159
Berry, M.F. Lifelong learning. Lifelong learning: the adult years, v1, n1, 1977, p. 6-7.
The lifelong learning project (established under the U.S. Department of Health, Education, and Welfare) and possible approaches toward the development of effective and efficient federal-state relationships in carrying out adult learning programs in communities are discussed along with other implications of the project.

(230)
EJ 164 545
Blaug, M., Mace, J. Recurrent education--the new Jerusalem. Higher education, v6, n3, Aug 1977.
The origins of the concept of recurrent education and the claims presently made for it are analyzed, with recurrent education policies in six OECD countries described. Suggestions for clarification of the concept and for cost analysis are offered.

(231)
EJ 161 166
Brest, G.L. Catastrophe or new society?--a challenge to lifelong education. Prospects: quarterly review of education, v7, n1, 1977, p. 44-55.
Discusses a model which attempts to find socio-political solutions to Latin America educational problems based upon the capacity of society for changes and renewal.

(232)
EJ 145 524
Brown, G.N. A strategy for lifelong learning. Prospects, v6, n2, 1976, p. 283-286.
Suggestions on how lifelong education can be organized and made available to persons in all countries are provided. The author identifies teaching and learning interactions which can be used as educational resources and gives examples of continuous education in action.

(233)
EJ 094 710
Burnett, C.W. Relating to learners. Improving college and university teaching, v22, n1, 1974, p. 49-52.
Teachers should not only want students to learn from course experiences, but should want him or her to start to learn how to begin lifelong learning.

(234)
EJ 088 838
Bushnell, D.S. Needed: a voucher plan for adults. Education, v94, n1, 1973. p. 3-11.
Author proposes a federally funded voucher plan to insure the availability of lifelong learning opportunities.

(235)
EJ 121 220
Butler, A.L. Agenda for tomorrow. Childhood education, v51, n2, 1974, p. 87-88.
A first hand report of a Unesco Conference on Early Childhood Education which met to explore scientific knowledge about the development of young children from birth to six years of age, ways of providing education better adapted to realities of every day life, and implications for lifelong education.





(236)
EJ 088 768
Campbell, D.D. Taking the tide at the flood. Education Canada, v13, n3, 1973, p. 23-27.
Author stressed the imperative need to rethink educational goals, and institution by institution, state them clearly and precisely with regard to lifelong education.

(237)
EJ 165 381
Carr, N. Community learning groups in New Zealand. Adult education, v50, n2, 1977, p. 84-90.
A university extension project designed to help communities provide a setting for lifelong learning opportunities and for community improvement planning was begun in New Zealand in 1975 and continues through 1977. Procedures, programs, needs, and evaluation are presented and future activities are touched on.

(238)
EJ 117 013
Chippendale, N.K. Recurrent education and manpower training in Canada. Literacy discussion, v5, n4, Win 1974, p. 673-678.

(239)
EJ 160 685
Christoffel, P. The government's lifelong commitment. Change, v9, n6, June 1977, p. 44-45.
Washington has come to recognize the growing educational force of lifelong learning across the country. This growth and the current status of federal legislative efforts, including the establishment of the lifelong learning project and Senator Edward Brooke's plans for a Senate Lifelong Learning Financing Bill, are described.

(240)
EJ 079 338
Column. Education in chemistry, v10, n3, May 1973, p. 82-84.
Discusses recent trends in chemistry education: course requirements, permanent education, drug uses, chemists' participation in educational symposia, implementation of Keller's plan, roles of the Technician Education Council, and an example of grammar school teacher promotion.

(241)
EJ 147 710
Cooper, L. Make way for recurrent education. Training and development journal, v30, n11, Nov 1976, p. 39-42.
This article explores a European concept offering "A Comprehensive Educational Strategy for All Post Compulsory, Post Basic Education". Focus is on the idea of a person moving from organized learning to a work setting, returning to the educational framework for supplemental experience, and then back to work on a recurring basis.

(242)
EJ 153 202
Cooper, L.G. Make way for recurrent education. Adult leadership, v25, n5, Jan 1977, p. 137-139.
An analysis of the conceptual framework of recurrent education, in which the student is moving from organized learning to a work setting,

returning to the educational framework for supplemental experience, then back to work on a recurring basis.

## D

(243)
EJ 127 219
DeMott, B. "Adult ed"—the ultimate goal. Saturday review, v2, n26, 20 Sept 1975, p. 27-29.
Lifelong learning cries out for a philosophy adequate to its potential as a social force.

(244)
EJ 054 345
Des Champs, A. Considerations for the organizational and administration of lifelong education. Continuous learning, v10, n4-5, July-Aug 1971, p. 147-159.

(245)
EJ 128 532
De Sanctis, F.M. Towards a "social university". Prospects, v5, n3, 1975, p. 405-413.
The problems concerning the innovative association between the university and lifelong education are examined.

(246)
EJ 171 125
Dobbs, R.C. Leisure as a component of lifelong learning. Lifelong learning: the adult years, v1, n3, Nov 1977, p. 8-9.
The rapid changes in society during the last few decades have magnified the importance of leisure time recreation. Educating people for the recreative use of leisure is an opportunity and a challenge to adult education. This article examines the basic criteria and possible activities for an adult leisure time educational program.

## E

(247)
EJ 069 517
Eklund, L.R. One dean's dream. NUEA spectator, v35, n10, Dec 1972, p. 15-19.
A discussion of the role of the university as the cultivator of a generation of addicted learners, '' and of the role of extension in the lifelong learning process.

(248)
EJ 109 990
Emmerij, L. On a Unesco conference: what is the relationship between secondary education, training and employment. Prospects, v4, n3, Aut 74, p. 331-341.
A review of the connection between education, training, and employment culminates in four recommendations: a comprehensive approach towards economic and social development; re-allocation of resources in favour of basic education; linking post-basic education to the needs of society through recurrent education; and stressing intellectual flexibility in basic education.





(249)
EJ 120 512
Emery, F. Continuing education under a gum tree. Australian journal of adult education, v15, n1, Apr 1975.
The operational criteria for a Center for Continuing Education is examined in the context of the Center's mission, as the mission is described and developed from specified definitions of adult education, further education, and continuing, lifelong education.

(250)
EJ 106 534
Erickson, M.B. Lifelong education and general and liberal studies. Perspectivas, v6, n2, F 1974, p. 81-88.
Education is an ongoing lifelong process constantly in need of revival and renewal. The benefits of continuing education and general rather than specialized studies are enumerated with emphasis on increasing enrollment of part-time adult students in colleges and universities.

## F

(251)
EJ 100 954
Falkenmire, G.W. Whatever the name—education is exciting. Community education journal, v4, n4, July-Aug 1974, p. 18-19.
Explains the necessity of re-naming old concepts, such as lifelong education or adult education, to keep the educational and civic community interested. Points up how community education—an old concept with a new name, will be incorporated smoothly into already existing programs.

(252)
EJ 170 299
Fey, P.A. Family college: a future form for lifelong learning. Community and junior college journal, v48, n2, Oct 1977, p. 18-20.
Describes the "family college" program at Rockland Community College (New York). Established in 1971, it includes coursework as well as a weekend program of college credit, credit-free, and graduate education experiences styled to fit the needs and interests of a variety of age groups found within the typical family unit.

(253)
EJ 134 105
Forster, A.P. Recurrent education for the professions, industry and commerce. Australian journal of adult education, v15, n3, Nov 1975, p. 105-110.
The author defines recurrent education as continuing, or lifelong, education, offers a rationale for the concept, quotes the recommendations of a Canadian report, and describes a Canadian professional education project. He discusses the impact of futuristics on course planning and recommends moving in the direction of planned continuous learning.

(254)
EJ 123 777
Fowler, G. Recurrent education. Adult education (London), v48, n2, July 1975, p. 73-80.
The former Minister of State for Education presents his perceptions of the status of recurrent education and of changes that might be advantageous in an address before the National Institute of Adult Education Conference.

(255)
EJ 158 236
Frandson, P.E. Centralization: the educational perspective. Continuum, v41, n3, Mar 1977, p. 9-11.
Through a centralized continuing education structure the best of both worlds can most effectively contribute together to nurture and enhance the quality of human life through lifelong education and public service, for the adult community beyond the campus.

(256)
EJ 091 383
Fulton, O., Lord, B. Higher education in the '80s. Universities quarterly, v28, n1, W 1973, p. 5-58.
Discusses the presentations of Conference on "Higher Education in the '80s," including the following topics: (1) an international perspective, (2) the structure of a future higher education system, (3) recurrent education, (4) patterns of study, (5) research, scholarhsip and contemplation, and (6) conclusions and reflections.

# G

(257)
EJ 079 299
Gayfer, M. Lifelong education in a learning society. Unesco report highlights global view of learning. Canadian university and college, v8, n3, May/June 1973, p. 28-31.
The Unesco report Learning To Be: The World of Education Today and Tomorrow'' stressed two fundamental concepts: lifelong education and the educational community.

(258)
EJ 024 336
Glancy, K.E. A national center for lifelong learning. NUEA Spectator, v35, n5, June-July 1970, p. 14-17.
A summary of concepts and ideas presented at the 1970 Annual Conference of the National University Extension Association concerning purposes, activities and functions, financing, and local and national organization for the proposed center.

(259)
EJ 173 084
Gross, R. Toward a learning society: adult educators engage a world of challenge. Lifelong learning: the adult years, v1, n5, Jan 1978, p. 17-24.
This is an interpretive report, commissioned by the College Board's Future Directions for a Learning Society project, of the National Adult Continuing Education Conference held in Detroit 29 October-2 November 1977. Themes included international lifelong learning programs, competency-based education, older persons as resources, the need for standards, and the challenge of the future to adult educators.



# H

(260)
EJ 041 122
Hake, B. Aims of lifelong learning. Times (London) educational supplement, v2929, n2, July 1971.

(261)
EJ 097 485
Hall, J. Parent education--an integral part of adult education. Adult education (London), v46, n6, Mar 1974, p. 387-390.
The parent role combines direct teaching and environment creation; parent education (a specialized branch of adult education) can be seen not as a mere directive process, but as a powerful catalyst towards a general self-education which becomes integral with permanent education, as a training for a continuing process of adaptation.

(262)
EJ 143 206
Harman, D. Recurrent and nonformal education: a definitional prelude. New directions for higher education, n14, Sum 1976, p. 1-6.
New concepts of adult education underlie the development of recurrent education programs as one type of nonformal or out-of-school learning.

(263)
EJ 135 625
Heald, J., Niemi, J.A. Lifelong learning: a goal for tomorrow's schools. Thresholds in secondary education, v2, n1, Spr 1976, p. 23-24,29.
Lifelong learning is discussed in terms of its meaning, similar educational concepts, slow acceptance on the part of society and educational institutions, and practical limitations (facilities, financial support, and quality of instruction) to its development.

(264)
EJ 120 018
Hickman, W.L. International dimensions of lifelong education in general and liberal studies: lifelong and worldwide. Perspectives: a journal of general and liberal studies, v6, n3, Win 1974-1975, p. 147-560.
General and liberal studies are in increasing demand among learners in lifelong education programs. The studies are needed, particularly by those whose previous education was occupationally oriented. Further, the world-wide aspect of general studies in lifelong education in education is a necessity, not a luxury.

(265)
EJ 090 744
Hicks, J. Lifelong education. Adult education, v46, n4, Nov 1973, p. 260-263.
Instead of being trained in the skills of one particular career and one set of leisure-time interests, man should be trained in adaptability, to be capable of continually absorbing new facts, methods, and ideas.

(266)
EJ 067 864
Hicter, M. Education for a changing world. Prospect, v2, n3, Aut 1972, p. 298-312.
Lifelong education can be the primary agent of change in the

educational system, such change being necessary to prepare humans to cope with the demands upon them in today's world.

(267)
EJ 169 154
Hiemstra, R. Future: friend or foe. Lifelong learning: the adult years, v1, n2, Oct 1977, p. 10-13.
The author relates reflections on the future to the lifelong learning professional and discusses some present and future educational changes that have lifelong learning implications for coping with constant change. He suggests studying the future as a means of finding ways to meet future educational needs.

(268)
EJ 109 206
Houghton, V.P., Gear, T.E. Management science and recurrent education. Educational administration bulletin, v3, n1, Aut 1974, p. 13-25.
Attempts to apply management science techniques to educational planning. Advocates "recurrent education". Asserts that deterministic linear programming formulations of educational planning models could form a sound base from which to develop toward stochastic representation.

## J

(269)
EJ 160 023
Jacobs, F., Cowden, P. The relevance of recurrent education to worker satisfaction. Monthly labor review, v100, n4, Apr 1977, p. 61-64.
The trend toward increased utilization of educational opportunities by workers is examined as part of the major change in American working life that consists of an increased demand for employment-related education, job satisfaction, personal growth, and career mobility.

(270)
EJ 150 982
Jacobson, M.D. Academic credit for life learning. Adult leadership, v25, n4, Dec 1976, p. 98-100.
In examining the trend toward providing academic credit for informal education through lifelong learning, the author contends that programs of this nature further the efforts of individuals to educate themselves as well as promote the idea of formal education to a larger, better prepared, and more receptive population.

(271)
EJ 153 328
Jacobson, M.D. The later years: a season for continued growth. Educational gerontology, v2, n1, Jan 1977, p. 51-56.
The phenomenon of lifelong learning for people over 50 as it benefits individuals, classmates, and society as a whole is explored. Evidence has come forth to attest to the intellectual ability of individuals in this age group--in clear contradiction to previously held myths concerning mental deterioration with age.



(272)
EJ 100 171
Janne, H. For a community policy on education. Western European education, v6, n1, Spr 1974, p. 50-66.
In this article the first principles of an educational policy for the European community, formulated for the Commission of the European Communities, are discussed, including likely areas for cooperative effort such as language, degrees, permanent education, and furthering the concept of European community education.

(273)
EJ 129 684
Jengo, [illegible]. Educational technology: its place in the process of lifelong education in Tanzania. Programmed learning and educational technology, v12, n5, Sept 1975, p. 270-273.

(274)
EJ 165 206
Jennings, A.S. Universities and the arts: a whole life approach. Art education, v30, n3, Apr 1977, p. 8-11.
Author states that ".potential /of lifelong education in the arts/ for helping to add to and define meaning in human life would be vastly expanded if it..were treated as a basic skill in constant need of refurbishing".

(275)
EJ 079 256
Jessup, F. L'Education permanente. Studies in adult education, v5, n1, Apr 1973, p. 16-25.
Examines the development of the concept of permanent education in Europe and the implications it can have for the rest of the world.

## K

(276)
EJ 072 903
Kallen, D. European views on recurrent education. New generation, v54, n4, F 1972, p. 9-15.
Recurrent education has now become one of the most widely debated proposals for the future of European education. It was conceived first in countries seeking to adapt education to a rapidly changing socioeconomic system and in those which aspire to social equality through education.

(277)
EJ 120 021
Kashdin, G.S. Lifelong education for women: general and liberal studies for women fulfilling traditional social roles. Perspectives: a journal of general and liberal studies, v6, n3, Win 1974-1975, p. 195-202.
The effect of general and liberal studies on the lives of women during their life-cycle is shown by using the actual words of women who participated in the study.

(278)
EJ 048 557
Kidd, J.R. Postsecondary, tertiary, shortcycle and recurrent education. Convergence, v4, n3, 1971, p. 10-16.

The article discusses various problems of postsecondary institutions.

(279)
EJ 091 291
Kramer, L.F. Lifelong learning comes of age. Planning for higher education, v3, n1, Feb 1974, p. 13-16.
Higher education is becoming a voluntary self scheduled activity, pursued by individuals from all social strata throughout their lives. Argues that increase in continuing education will accelerate the erosion of the ivory tower university. Reports on a workshop concerned with new approaches to planning for the adult student in higher education.

# L

(280)
EJ 118 837
Latour, G. Manpower training allowances: financial assistance or investment. Canadian national journal, v11, n2, May 1975, p. 16-18.
The author compares the differing approaches of Germany, Sweden, France, and Australia for providing financial support to adults enrolled in vocational training programs, focusing on training allowances for recurrent education. He concludes that without some governmental maintenance program, it is unlikely that adults can utilize even tuition-free development programs.

(281)
EJ 175 133
Leagans, J.P. Education beyond youth: an emerging societal imperative. Lifelong learning: the adult years, v1, n6, Feb . 78, p. 12-15.
The youth-terminal educational system in America ignores the increasing adult needs for further education and systematic lifelong learning opportunities. Continuing education for adults has become a necessary role for institutionalized higher education. To fulfill this role, departures from tradition-oriented higher educational opportunities will have to be provided.

(282)
EJ 024 680
Lengrand, P. L'Education des adultes et le concept de l'education permanente (Adult education and the concept of lifelong education). Convergence, v3, n2, 1970, p. 25-36. FREN

(283)
EJ 120 019
Levak, A.E. Sweden: adult and recurrent education in a disciplined democracy. Perspectives: a journal of general and liberal studies, v6, n3, Win 1974-1975, p. 157-163.
Because adult education in Sweden may not be lessening the gap between students and the working population and between younger and older generations as well, recurrent education is viewed as an answer to this dilemma. This approach could help in the pursuit of equality in society, and, further, make the educational choice less dramatic and decisive for youth.

(284)
EJ 077 642
Lifelong education. I. Introduction. Educational documentation and information, 185, 1972, p. 9-10.
The pressures exerted by the economic, social and demographic realities of our time have brought to the fore the importance of the role of education in contemporary societies and the inadequacy of the existing educational institutions. In this theme issue, lifelong education is discussed as a solution to the needed changes in educational processes.

(285)
EJ 077 643
Lifelong education. II. Factors contributing to change in education systems. Educational documentation and information, 185, 1972, p. 11-15.
The factors contributing to the need for educational change in the direction of lifelong learning are discussed: global phenomena (economic change and demographic trends); scientific and technological developments (obsolescence of knowledge, development of human sciences, the application of technological progress to education); and social dynamics (complementary activities out of school, preprimary education, adult education).

(286)
EJ 077 644
Lifelong education. III. The conceptual framework of lifelong education. Educational documentation and information, 185, 1972, p. 16-30.

(287)
EJ 077 645
Lifelong education. IV. Examples of innovations bearing on the future development of lifelong education. Educational documentation and information, 185, 1972, p. 31-42.

(288)
EJ 077 646
Lifelong education. V. Bibliography. Educational documentation and information, 185, 1972, p. 43-59.

(289)
EJ 100 573
Lifelong education--keystone to a new society. Literacy work, v3, n4, Apr 1974, p. 1-27.
The merging of the concept of education into a worldwide pattern of lifelong learning is reviewed and implications explored in the areas of needs, costs, organizational aspects, directions for research, and elements for strategies. Summarized reports are presented of the experiences of Peru, Cuba, and Algeria with continuing education programs.

(290)
EJ 137 552
Linton, C.B. Lifelong education: one health-care institution's approach. Journal of allied health, v5, n2, Spr 1976, p. 36-41.
Programs and services conducted at Hunstsville Hospital (Alabama), as part of an approach to lifelong education, are briefly described. Centralized within the hospital's division of education, activities include: those held in cooperation with educational institutions and

other health agencies, competency-based modular nurse internship, and continuing education classes.

(291)
EJ 137 560
Lister, I. The threat of recurrent education and the nightmare of permanent education. Indian journal of adult education, v36, n12, Dec 1975, p. 19.
The extract, from a speech delivered at the Third International Conference on Higher Education at the University of Lancaster from September 1-5, 1975, examines the role of recurrent and permanent education in creating a "programmed society" and preventing the creation of a "learning society".

(292)
EJ 156 219
Long, H.B., Ashford, M.L. Self-directed inquiry as a method of continuing education in colonial America. Journal of general education, v28, n3, F 1976, p. 245-255.
Focuses on one kind of continuity in education by showing that our current interest in self-directed study and lifelong learning is not a new development.

(293)
EJ 098 890
Lorenzetto, A. The cultural dimension of adult education: permanent education. Convergence, v6, n3-4, 1973, p. 67-75.
The fact that life-long education has broken away from and is totally distinct from adult education was not recognized by the 1960 World Conference on Adult Education in Montreal. The misconceptions and the distinctions among lifelong education, adult education, and literacy campaigns are discussed.

(294)
EJ 054 235
Lukasiewicz, J. The dynamics of science and engineering education. Journal of engineering education, v61, n8, May/June 1971, p. 880-882.
The growth of science has had impact on education through specialization and immediacy of scientific information. Some studies are reviewed to support this position and to provide projected consequences in curricula and lifelong education due to this scientific growth.

(295)
EJ 115 261
Lyon, H.C. Humanistic education for lifelong learning. International review of education, v20, n4, 1974, p. 502-505.
Described the movement toward humanistic education and how learning can become a "peak experience".

(296)
EJ 120 023
Lyons, D. Lifelong education and general-liberal studies: a fair shake for organized labor. Perspectives: a journal of general and liberal studies, v6, n3, Win 1974-1975, p. 223-227.
Organized labor needs to play a larger role in the decision-making process of education. Education, a necessary condition for social change, can perpetuate outmoded attitudes to the point of social stagnation and general studies can be the place to break the cycle.





# M

(297)
EJ 085 229
Malassis, L. Forms and strategies. Prospects, v3, n2, Sum 1973, p. 219-230.
The author considers major topics related to the different forms of rural education. Rural primary education, vocational training, agricultural training, education of women, the different forms of lifelong education and teacher training are discussed, mentioning the specific role of audiovisual aids suggested for use in different types of training.

(298)
EJ 163 635
Malizia, G. Upper-secondary education in Italy: between sponsorship mobility and permanent education. Comparative education, v13, n1, Mar 1977, p. 45-53.
After a brief outline of the educational situation and the social framework in Italy which developed after the Second World War, this article explores the future of the Italian school system.

(299)
EJ 094 101
Martin, D.F. Commitment to lifelong learning for all Americans: myth or reality. NUEA Spectator, v38, n15, Mar 1974, p. 21-2.
In his response to a previously published article, Martin contends that support for educational and social programs, to help minority and disadvantaged groups, will continue to decline until acted upon by some external force perceived as a crisis by middle class white America.

(300)
EJ 132 182
Masini, E.B. Experience of education towards the future. Convergence, v8, n3, 1975, p. 77-84.
The author analyzes the experience of education towards the future as it is formalized in courses for post-graduate study at the School of Future Studies, Rome; as it is seen by young people, undergraduates, and high school students; and as a continuous transformation, acquiring characteristics of lifelong education.

(301)
EJ 108 635
Matthews, J. Adult education--what kind of attack. Adult education (London), v47, n4, Nov 1974, p. 221-225.
Because the concept of permanent or lifelong education postulates a basic reorganization of the British education system the author suggests areas for innovation at the national, local, and political levels, as well as a new structure for all post-school education, but proposes a gradual reorientation rather than immediate radical change.

(302)
EJ 166 782
Melby, E.O. Epilogue: Broad challenges. Journal of teacher education, v28, n4, July-Aug 1977, p. 41-43.
Education must be seen as continuous with life, not only schooling but living and learning in home, school, community business, or profession.

(303)
EJ 146 017
Mondale, W.F. The lifetime learning act: proposed legislation. Counseling psychologist, v6, n1, 1976, p. 67-68.
A multigenerational examination of learning needs is discussed in terms of proposed legislation which encourages the expansion of lifetime learning options for all citizens.

(304)
EJ 079 196
Motives for recurrent education. Convergence, v4, n4, 1972, p. 54-62.
Describes the advantages for the total education of the individual divided into periods spread out over his active life.

(305)
EJ 100 570
Muller-Wolf, H.M. Motivational and emotional correlates of lifelong learning. Scientia paedagogica experimentalis. v11, n1, 1974, p. 67-94.
On the basis of a representative sample consisting of 45 4th-year forms (1,236 pupils) from primary schools in Hamburg, the relationships between teacher or parent behavior and motivation for lifelong learning, achievement motivation and emotional stability were investigated.

## N

(306)
EJ 173 047
Newsom, R. Lifelong learning in London: 1558-1640. Lifelong learning: the adult years, v1, n4, Dec 1977, p. 19-21.
Reviews self-directed lifelong learning among adults in London from 1558-1640 as nurtured by individuals, organizations, self-improvement publications, and colleges.

(307)
EJ 145 859
Nolfi, G.J. Social needs and social benefits of recurrent education: the case for state action and recommendations for policy. Adult leadership, v25, n1, Sept 1976, p. 27-28.
Many adults with the greatest need for continuing education are the least organized, least articulate, believe that they cannot succeed and believe that the educational system is not interested or able to serve their needs.

## O

(308)
EJ 032 295
Ohliger, J. Adult education: 1984. Adult leadership, v19, n7, Jan 1971, p. 223-224.
A satire envisioning some possible results of the growing trend toward compulsory lifelong education.

(309)
EJ 098 807
Ohme, H. The transformation of tradition--alternatives and plurastic schools. Thrust, v3, n5, May 1974, p. 4-6.
Discusses the arrival of a new breed of educator with skill, ability, leadership, and the courage to do away with outmoded paternalistic practices in favor of new creative approaches emphasizing personal growth and lifelong learning.

(310)
EJ 164 638
Olson, L. Equal but not separate--the OE controversy. Change, v9, n8, Aug 1977, p. 42-43.
The construction and staffing of a permanent education forum in Washington is advocated as a focal point for the sharing of information from research, policy studies, and administrative activities in many fields affecting education. It could achieve the immediate public results that a separate department of education, whose creation is beset by political problems, could not.

(311)
EJ 082 424
Orefice, P. Permanent education and functional literacy. Literacy work, v2, n4, May 1973, p. 29-30.
Article deals with the question of making adult education relevant in a vocational sense without slighting any of the basic skills.

## P

(312)
EJ 091 441
Padmanabhan, C.B. Recurrent education as a means of regulation of higher education. New frontiers in education, v4, n1, Jan/Mar 1974, p. 53-58.

(313)
EJ 171 126
Pardoen, A.R. Lifelong learning legislation in Norway. Lifelong learning: the adult years, v1, n3, Nov 1977, p. 12-15.
Reviews adult education legislation in Norway during three time intervals (1935-1963, 1964-1975, and 1976 to the present) to trace the evolution of legal responsibility away from localized adult education activities toward a comprehensive act oriented toward lifelong learning.

(314)
EJ 105 416
Parrott, A. Towards a theory of life-long education. Adult education (London), v47, n3, Sept 1974, p. 141-146.
For the term lifelong education to have a separate identity and validity, it is necessary to clearly and precisely define the kinds of educational provision and practices the term embraces and those it does not.

(315)
EJ 149 856
Paxton, D.R. Employee development: a lifelong learning approach. Training and development journal, v30, n12, Dec 1976, p. 24-26.
If employee development is to reach its dynamic potential in the corporate world, corporations should adopt a lifelong learning approach which considers individual employee growth. Five essential steps to

consider when initiating a corporate developement program are presented.

(316)
EJ 098 918
Penland, P.R. Continuing education for media, library, and information specialists. International journal of continuing education and training, v3, n1, Sum 1973, p. 55-70.
Internship and inservice training, traditional continuing education approaches for media, library, and information specialists, are being supplemented by simulation of community contexts within which principles of lifelong learning can be applied. One such simulation is briefly described.

(317)
EJ 021 240
Perez-Rioja, J.A. The new cultural centre in Soria (Spain). Unesco bull libr., v24, n1, Jan-Feb 1970, p. 38-40.
An example of a dynamic and integrated institution for lifelong education.

(318)
EJ 107 016
Perry, P.J.C. Permanent education: the British approach. Bacie journal, v28, n9, Oct 1974, p. 126-128.
Different European nations have taken different paths toward the common goal--a purposeful action program in lifelong education. The contrasts, similarities and progress to date are examined and vocational education and training needs discussed.

(319)
EJ 125 580
Peterson, D.A. Life-span education and gerontology. Gerontologist, v15, n5, Oct 1975, p. 436-441.
Distinguishing between life-span education and lifelong learning, this paper addresses the meaning, value and various uses of education throughout life from the perspective of gerontology and adult education, with emphasis on the relationship to development throughout adulthood. Paper presented at 27th Annual Meeting of Gerontological Society, Portland, 1974.

(320)
EJ 097 553
Phillips, L.E. The continuing education unit: a new dimension in lifelong learning. Southern Baptist educator, Jan/Feb 1974, p. 13-14.
Offering a brief history and summary of the use of the Continuing Education Unit (CEU), this article emphasizes the role of user groups in planning the educational activity, and concludes that widespread adoption of the CEU will enable that learner to shop selectively from a wide variety of programs and sponsors.

(321)
EJ 147 599
Platt, W.J. Toward initial learning systems. Convergence, v9, n1, 1976, p. 9-19.
A paper presented by the Unesco Deputy Assistant Director-General for Education at a Tanzanian Regional Workshop in unsolved problems in preparing teachers for basic education. Deals with objectives, measurement, articulation with other parts of lifelong education, and how content, materials, and methods differ from those in conventional practice.

(322)
EJ 033 768
Pongrac, S. Permanent education of experts in Yugoslavia. Convergence, v3, n4, 1970, p. 60-65.

# Q

(323)
EJ 069 515
Quie, A.H. The challenge of lifelong learning. Adult leadership, v21, n6, Dec 1972, p. 182-184.
A Congressman discusses current and future needs and priorities, and the role of the federal and local government in adult education.

(324)
EJ 134 160
Quirk, D.A. Education and work: bridging the gap. Industrial gerontology, v3, n1, Win 1976, p. 58-62.
Recommendations presented in a report published by the National Manpower Institute (which focused on the relationship between education and work) are discussed as well as the lifelong learning act (which is also concerned with meeting the employment and educational needs of adults and the elderly).

# R

(325)
EJ 067 866
Rahnema, M. From functional literacy to lifelong education. Prospect, v2, n3, Aut 1972, p. 321-333.
A radical re-structuring of traditional schooling requires research into effective means of offering the whole population of developing nations access to the educational system: the role of mass media, means and limits of functional education, institutionalization of lifelong education.

(326)
EJ 137 021
Reckinger, N.R. Shall we choose lifelong learning. Educational leadership, v33, n2, Nov 1975, p. 93-95.
The article argues that institutions, particularly schools, have not changed to take account of the changing work patterns and life style of people created by advanced technology.

(327)
EJ 120 492
Rockler, M.J. Career education and higher education--some redefinitions are coming. Career education digest, v2, n5, Mar/Apr 1975, p. 43-46.
The influx of "new students", recurrent education, and career education are three developments in higher education bringing about the redefinition of goals and activities.

(328)
EJ 112 113
Rooth, S.J. The education of adults in Northern New South Wales in the context of lifelong education. Australian journal of adult education, v14, n3, Nov 1974, p. 118-122.
Lifelong education is concerned with the matter of living and is not confined to artificial programs within the walls of educational institutions. The educational needs of adults living in rural areas are different from those in towns; how to meet those needs in revolutionary ways is discussed.

(329)
EJ 175 648
Rust, V.D., Schofield, T. The West German sports club system: a model for lifelong learning. Phi delta kappan, v59, n8, Apr 1978, p. 543-546.
In spite of its obvious deficiencies, the club system in West Germany represents a powerful model for lifelong education in the sphere of sports and recreation.

## S

(330)
EJ 137 355
Sakata, B. Toward lifelong learning. Educational perspectives, v14, n4, Dec 1975, p. 14-18.
Author challenged educators to change their educational viewpoints, and further suggested that society as a whole review its cultural patterns into viewing education as a cradle to the grave activity.

(331)
EJ 069 550
Schade, G. Notes on recurrent education for women. Higher education, v1, n4, Nov 1972, p. 477-481.

(332)
EJ 060 797
Sexton, P.C. Lifelong learning. Urban review, v5, n6, June 1972, p. 5-11.
Discusses six types of learning as viewed by the author, relating to a proposal to invest public funds so that learning will be spread around more evenly throughout a person's lifetime.

(333)
EJ 115 260
Shaffer, J. Reinforcement in lifelong socialization and learning. International review of education, v20, n4, 1974, p. 497-501.
Article discussed developing strategies for implementing lifelong education.

(334)
EJ 145 000
Simkins, T. Recurrent education: some economic issues. Higher education, v5, n4, Nov 1976, p. 363-376.
The author applies the principles of social cost-benefit analysis to the recurrent education model and contrasts it with the conventional "apprenticeship" or "front-end" model of provision. Consideration is given to the implications of redistributing education and training over the lifespan of the individual, and of utilizing alternatives to conventional full-time formal education.

(335)
EJ 088 893
Simpson, J.A. Permanent education and cultural development. Education and culture, v22, Sum 1973, p. 35-45.
Author discusses cultural liberation and the process of emancipation necessary before masses of people can participate in a genuine cultural democracy.

(336)
EJ 072 902
Stein, B., Miller, S.M. Recurrent education: an alternative system. New generation, v54, n4, F 1972, p. 1-8.
Reviews the problems of the present front-end'' load or education of individuals in their pre-productive years; some disorganized elements of a recurrent education system in the present emerge, but ways of connecting these elements remain a challenge.

(337)
EJ 123 758
Striner, H.E. Recurrent education and manpower training in Great Britain. Monthly labor review, v98, n9, Sept 1975, p. 30-34.
Efforts in Great Britain to change from the historic apprenticeship system and the levy-grant system as manpower training sources to (1) industrial internal training programs and (2) stipends to all British citizens 19 years of age and over for training program participation are reported. Implications for the use are drawn.

## T

(338)
EJ 150 490
Turnbull, W.W. Coping with the new learning society. Community and junior college journal, v47, n4, Dec/Jan 1976-1977, p. 14-15.
Since universities and state and federal legislatures appear to be ignoring the American public's desire for lifelong learning, it is up to the community colleges to plan model educational systems for the mature learner. In so doing, they should be constantly aware that any such system should make sense from the standpoint of the learner.

## V

(339)
EJ 104 446
Valentine, J.A. The liberal arts college and the experienced learner. College board review, v93, F 1974. p. 10-17.
Discusses the implications for small, liberal arts colleges of the new emphases on continuing and recurrent education, with special sections on programs at the College of New Rochelle in New York.

(340)
EJ 097 382
Van Omen, L.B. Adult education, independence and integration. Notes and studies, v59-60, Nov-Dec 1973, p. 8-13.
Political and financial difficulties of the Council of Cultural Cooperation (Council of Europe) are described by its chairman, designated pilot projects of the steering-group on permanent education listed, and criteria for their selection given. Necessary conditions to support European adult education in a framework of "education permanente" are presented.

## W

(341)
EJ 128 571
Wanner, R.E. Recurrent education as an instrument of public policy. Western European education, v7, n3, F 1975, p. 3-4.
In light of the vast and continuing expansion of knowledge in almost every field, the Western European Ministers of Education recommend a policy of lifelong educational programs.

(342)
EJ 125 582
Weg, R.B. Educational intervention and gerontology: an integration. Gerontologist, v15, n5 part I, Oct 1975, p.448-451.
Education from infancy to old age is a necessity and a responsibility as society looks to the future; and educational institutions could become the sites of cooperation of science and society in the service of the human family in realization of the goals of lifelong learning. Paper presented at 27th Annual Meeting of Gerontological Society, Portland, 1974.

(343)
EJ 140 870
West, L. Venables, Russel and the need for reappraisal. Adult education (London), v49, n1, May 1976, p. 5-10.
The author lists the criteria recurrent education should fulfill to effect movement toward the principle of lifelong learning. He suggests that through a series of local experiments in recurrent education a more rational use of resources and a more balanced approach to educational provision may be achieved.

(344)
EJ 117 027
Whale, W.B. The university and lifelong learning. Canadian journal of university continuing education, v1, n4, Dec 1974, p. 36-44.
The article questions current university practice of separating or ignoring the needs of part-time students in planning and budgeting. Available from: Extension Division, University of Saskatchewan, Saskatoon, S7N OWO.

(345)
EJ 102 127
Wharton, C.R. Jr. A new emphasis on lifelong education. Technical education reporter, v1, n2, July/Aug 1974, p. 79-83.
Michigan State University plans for expanding its responsiveness to community needs.





(346)
EJ 097 477
Woods, R.G. Recurrent education in practice. Studies in adult education, v6, n1, Apr 1974, p. 16-27.
The paper reviews the involvement of the University of Leicester in the inservice education of teachers over recent years and indicates the reasoning behind particular kinds of development. It discusses the university's inservice role in the future, with particular reference to the government white paper, education: a framework for expansion.

(347)
EJ 115 258
Wroczynski, R. Learning styles and lifelong education. International review of education, v20, n4, 1974, p. 464-473.
Article focused on the essence of instructional style in the modern school and the formulation of new goals of instruction for young people for lifelong education.

(348)
02839 UIE/00315
Adiseshiah, M.S. Indian education in 2001. New Delhi, National Council of Educational Research and Training, 1975. 22 p.
Effective /educational planning/ is best accomplished with an eye towards the /future/ of /India/ and the role that /lifelong education/ will play - A predicted profile of India in the year 2001 covers such aspects as population trends, agricultural development, and poverty. These /social change/ components build the framework upon which /educational development trends/ emerge, characterized by a greater flexibility and the growth of /educational innovations/. /Democratization of education/ will be one of the major goals as will the wiping out of mass /illiteracy/ among /adults/. Shift work will facilitate an alternation between work and study and insure round the clock use of /educational institutions/. /Educational reform/ will include revised /teaching methods/ and emphasis upon autonomous /learning processes/. Five steps towards this end are suggested.

(349)
00952 UIE/0013
Adiseshiah, M.S. Prospects for lifelong education. Unesco chronicle (Paris), v15, n2, Feb 1969, p. 49-54. ENGL FREN SPAN
The /Unesco General Conference/ declared at its 15th session that /lifelong education/ should be the basic concept for all /educational policies/ and /cultural policies/ in developed as well as in developing countries - Along these lines the author sketches particularly the humanistic aspects of the idea of lifelong education, such as /self actualization/, and their implications for /literacy programmers/ and /curriculum development/, concluding that practical implementation of this theory will require collaboration of all experts in an /interdisciplinary approach/.

(350)
02477 UIE/00246
Adkins, W.R. Life coping skills: a fifth curriculum. Teachers College record (New York, N.Y.), v75, n4, 1974, p. 507-526.
To meet generally accepted /counselling objectives/, /curriculum development/ in /USA/ should aim at helping students to acquire 'life coping /skills/' through /career education/ (encompassing the /educational objectives/ of both /self actualization/ and /vocational development/) within a system of lifelong education - The author describes past unsuccessful efforts in /curriculum planning/ and /counseling/ to aid learners in achieving personal and vocational development. An alternative 'Life Coping Skills Model' is offered, comprised of a /problem solving/ system of learning and employing techniques such as developmental tasks. Steps for the development of educational resources are discussed. The model itself is divided into four stages: stimuli (utilizing /group discussion/), evocation (definition of problems), objective inquiry (/information seeking/) and application. The author concludes with implications of this and other /models/ upon a wide variety of target groups.

(351)
00949 UIE/0010 EJ 115 259
Agoston, G.; Nagy, J. Reorientation of teacher education in the framework of lifelong education. International review of education (The Hague), v20, n4, 1974, p. 486-496.





This report is based on a cooperative research project undertaken by the Institute of Pedagogy of the Jozsef Attila University, Szeged /Hungary/, and the Unesco Institute for Education, Hamburg. Its object is a reform of /teacher education/ based on a programme of /lifelong education/ - Our era of /technological advancement/ requires high /teaching quality/ and a broad range of disciplines including /economics/ /sociology/ and /political science/. Teachers must be able to combine instruction and education into a single process of /personality development/. The experimental three-year teacher preparation course for upper secondary teachers at the Szeged University is divided into four phases. The report gives details of the programme ending in 1977, of tests and evaluations of some 200 student teachers.

(352)
02523 UIE/00292
Ahmed, M., Coombs, P.H. Education for rural development: case studies for planners. New York, Praeger, 1975. 661 p. C-275-C7380-7 Praeger special studies in international economics and development.
See abstracts 02524 (Brumberg), 02525 (Upper Volta), 02526 (Kipkoorir), 02527 (Leiner), 02528 (Ly), 02529(Presser), 02530 (Wijemanne), 02531 (Woodhouse).

(353)
00962 UIE/0023 ED 026 580
Alford, H.J. Continuing education in action: residential centers for lifelong learning. New York, Wiley, 1968. 153 p.
This book is a summary of the history, aims and methods of the Kellogg /continuing education centres/ in /USA/, primarily for /colleges/ or industrial corporations which contemplate the establishment of similar institutions providing /lifelong education/ - The fifteen basic criteria for developing the Kellogg Centres are explained. The Centres are designed to meet specific adult requirements; the need for suitable /facilities design/ and trained /adult educators/ is emphasized. Information is provided on /construction costs/, /teaching/ concepts, /programme planning/ and presentation, /administration/ and /teamwork/ is stressed. The book also examines possible /curriculum development/ and the future development of the Centres.

(354)
01308 UIE/00061
Allouard, P. The present situation of continuing education in France among engineers and in schools of engineering. In: Unesco. The school and continuing education, p. 225-256. ENGL FREN
The study aims to determine the extent to which the principle of /lifelong education/ is practised in the sphere of /engineering education/ in /France/ - It analyses the demand for lifelong education among /engineers/ and seeks to determine what /motivation/ favours it and what it should consist of. It shows to what extent engineering schools prepare students for /further training/ and what changes and improvements are being made. Examples of principles and methods are given from various /vocational schools/ in the engineering sector. Facilities for /inservice education/ at present available to experienced engineers are described and finally suggestions are made for specific improvements at various educational levels.

(355)
02483 UIE/00252
Anyanwu, C.N. Adult education and adaptation to change in Nigeria. Gonn - Bad Godesberg, Deutscher Volkschochschul-Verband, 1976, 8 p. Arbeitspapier 9.

This paper deals with the importance of the role of /adult education/ in /Nigeria/ in achieving /educational goals/ common to all /developing countries/ - /Economic development/, /social change/ and /national integration/ are goals embodied in the slogan, 'Education for nation-building'. Achieving these objectives will require a capacity on the part of the /adults/ of the nation to absorb and understand these changes. Adult education in Nigeria has already played a major part in helping to implement such innovations as the decimalisation of the currency. It will undoubtedly be of equal importance in the areas of /consumer education/ and /health education/. As a part of lifelong education it will merge with the existing school systems and thus be an integral part of the /community/.

(356)
02478 UIE/00247
Aronstein, L.W., Olsen, E.G. Action learning: student community service projects. Washington, D.C., Association for Supervision and Curriculum Development, 1974. 37 p.

This booklet deals with the concept of /activity learning/ in /USA/ which involves the blending of /community education/ with existing school systems through various /projects/ such as /action programmes (community)/ - The premise of 'action learning' is that the twelve years spent in primary and secondary schools are too long a period of isolation from the practical world outside the school system. Hence in our current period of great social change various types of educational reform should be undertaken which will stress /self actualization/ by means of /school community cooperation/. This booklet traces the /programme planning/, implementation and /programme evaluation/ of /school community programmes/ and examines one such project in detail.

(357)
00955 UIE/0016
Asian Institute of Educational Planning & Administration. Meeting of Experts on Lifelong Integrated Education, New Delhi, 1970. Lifelong education. Report of the meeting of experts held at New Delhi from 10th to 18th August 1970. New Delhi, 1970. 265 p.

The purpose of the meeting was to clarify the concept of /lifelong education/ and to explore possibilities for its /programme planning/ in /Asia/. The discussions were centred around experiences presented by the participants from /Japan/ /India/ and /USA/ - Special attention was focused on the problem of /motivation/, the role of the university and the /mass media/. Major concerns in India are /population problems/, /illiteracy/, /educational planning/ and difficulties in organization. Detailed tables on national income, population growth, expenditure on education and other matters are annexed. Finally, suggestions for a strategy are presented.

(358)
00970 UIE/0031
Association des universitaires de Geneva; Association F. Gonseth, Institut de la methode. Symposium ecrit sur l'education permanente. Geneva, Association des universitaires de Geneva, 1974. 26 p. Livraison 3. FREN

This symposium contains short articles aiming to identify the implementation of /lifelong education/ in different fields - Regarding /womens education/, /vocational guidance/, /cultural policies/ as well as /political education/, lifelong education could offer more and more educational services. A case of /workers education/ in Lorraine in /France/ is analysed in this perspective. Further, two reports are given on the development of lifelong education in different disciplines and institutions at the University of Geneva in /Switzerland/.

(359)
02528 UIE/00309
Auger, G.A. Evolution of the concept of basic education in Eastern Africa. Nairobi, Basic Education Resource Centre for Eastern Africa, 1977. 15 p.

Report on the evolution of the concept of /basic education/ or basic /learning needs/ in /East Africa/ - The typically East African concept of basic education harmonizes well with the current push towards the concept of /universal education/. This concept has evolved as a result of the thinking and experience in the area of /educational reform/ aimed at /educational quality/ in Africa. Basic education is the first stage in a /lifelong education/ process. Basic education can be acquired through informal education, school systems and nonformal education channels.

# B

(360)
00971 UIE/0032
Bachy, J.P. Education permanente et socialisme. Paris, Temaseditions, 1973. 142 p. 2-7142-0005-2 FREN

This book presents the concept of /lifelong education/ as reflected in the /educational policies/ of the Socialist Party in /France/ - The authors criticize the /educational legislation/ and the /official reports/ concerning the role of lifelong education in the national /educational system/. They also analyse the attitudes of /employers/ and /trade unions/ in France towards lifelong education and give a critical account of /educational experience/ in /USA/, /UK/, /Sweden/, /Germany DR/ and /Yugoslavia/. In conclusion, they outline the main dimensions of lifelong education in the educational programmes of the Socialist Party and of a socialist society. /Bibliography/ p. 133-139.

(361)
12101 UIE/00207
Fall, C., Ball, M. Education for a change. Harmondsworth, Penguin Education, 1973. 212 p. Penguin education specials.

This book criticizes present /school systems/ in /UK/ for providing education inappropriate to modern /educational needs/, and suggests /community education/ through direct /student participation/ in /social welfare/ and /environmental education/ as a solution to boredom and aggression - The book is aimed primarily at /students/ and /parents/ and seeks to stimulate them to action. Experiments are described in which /children/ have performed 'professional' work, in /hospitals/, in /peer teaching/ of English to foreign pupils, etc.; they show how community action can penetrate the whole /curriculum/ and unite children and /adults/ - in and out of school - in useful work, a form of /lifelong education/. Community action is seen as a highly positive way of stimulating /social change/.

(362)
02089 UIE/00195
Balstad, J. The Norwegian metal workers' union project - management, planning and electronic data-processing. In: Council of Europe. Trends towards self-management of adult education, p. 70-84.

This case study deals with a research project in /workers education/ conducted from 1971 to 1973 by the Metal Workers Union, the largest of /trade unions/ in /Norway/. Most of the project was financed by public support granted by the Royal Norwegian Council for Scientific and Industrial Research. The status of factory /workers/ and their possible /participation/ in management is discussed. Data collection and /action research/ for the project are described, also the educative effect of work in /self directed groups/. The project has stimulated cooperation between policy-making research organizations and trade unions.

(363)
02122 UIE/00228
Barton, P.E. Adult education, work and economic development. In: Kurland, N.D. Entitlement papers, p. 156-178.

This paper examines the interconnections between /adult education/, /occupations/ and /economic development/ in /USA/; in particular it explores a system of /educational finance/ ('entitlements') enabling /employees/ to participate in /recurrent education/ or /lifelong education/ - Section I summarizes recent findings in the field of /educational economics/; it stresses the need to understand connections between education and work in adult life. Section II deals with direct contributions to the enterprise level resulting from entitlement arrangements, and their effect on /labour relations/ in particular firms. Section III examines the effects at a general economic level of producing a more trained, educated and flexible /labour force/. Section IV examines opportunities of training employees during temporary /redundancy/, thus retaining and improving the labour force.

(364)
01310 UIE/00063
Baskin, S., Woodbury, R., Crosson, P. Case study on alternative university structures in the United States of America. Paris, Unesco, 1973. 55 p.

The report describes the inadequacies of traditional /higher education/ in /USA/ and analyses /educational programmes/ and projects adjusted to a changed society - Major /world problems/ and rapid /social change/ call for new fields of study; the /educational needs/ of students are now different. Traditional /colleges/ resist change, fail to offer a suitable curriculum, and do not provide sufficiently for poor, coloured or /adult students/ whose numbers are increasing. Higher educational institutions should provide /lifelong education/ including advanced /vocational training/. Projects describe University without Walls; external degrees in New York and California; Green Bay, Hampshire College, Evergreen, University Year for Action. All aim at widest possible access, /student participation/ in planning, /flexible establing/, better use of existing facilities to save /costs/. The problem of /educational finance/ for /educational experiments/ with alternative structures is stressed.

(365)
01316 UIE/00069 ED 138 523
Belorgey, J.-M. Recurrent education: policy and development in OECD countries. France. Paris, OECD, CERI, 1976. 30 p.

This booklet describes the system of continuing /vocational training/ in /France/ as a concept lying between adult vocational training and /recurrent education/. Aims and practical application are examined - Continuing vocational training is seen as an intermediate stage between /educational innovations/ on the lines of /lifelong education/ and reproduction of existing social patterns. Steps are being taken towards alternating periods of work and training, but this causes difficulties in /schools/ and /colleges/ and problems in /industry/. The annex contains charts on bodies concerned in the co-ordinated policy of vocational training and social advancement, on trends in overall appropriations for continuing vocational training, and statistics on enrollment in /adult education programmes/.

(366)
02836 UIE/00315
Benavent, J.A. Permanent education in Spain: realities and perspectives. In: Comparative Education Society in Europe, 6th general meeting, Frascati, 1973. Recurrent education, p. 101-111.

An examination of /educational legislation/ in /Spain/ since 1970 reveals that /educational reform/ is moving the country towards a system of /lifelong education/ - Up until 1970, educational organization of Spain was enclosed in 19th century principles. /Democratization of education/ began with a law enacted in 1970 enunciating such goals as /equal education/, /recurrent education/ and the establishment of educational policies conducive to a unified, flexible system with a view towards lifelong education. This paper discusses /educational experiments/ undertaken in the field of /adult education/. One of these, the 'Rapid Professional Formation Courses', provides /retraining/ of /workers/ in short periods of time to find occupations worthy of their vocational aptitudes. The author warns that the conversion to a system of lifelong education must be in time with social change and technological advancement and presupposes an acceptance by Spaniards of personal and professional responsibility.

(367)
02520 UIE/00289
Bengtsson, J. Intergenerational inequality and recurrent education: the case of Sweden. In: Recurrent education, p. 109-122.

This paper discusses the /educational policies/ instituted in /Sweden/ in response to a lack of /equal education/ between generations, emphasizing the role of /recurrent education/ - An educational gap exists between /adolescents/ and /adults/ which the author sees as both a short-term and a permanent problem caused mainly by fast obsolescence of knowledge in post-industrial societies. The concepts of 'overbridging education' and recurrent education are examined as two solutions. These two systems are differentiated in terms of /adult students/ they reach; 'overbridging education' reaching those with only a /primary education/, while recurrent education is more a long-term strategy of reaching those who have completed /upper secondary education/. /Adult education/ in Sweden has utilized the overbridging system in the forms of municipal adult education, labour market training, and popular education. The problems and achievements of the Swedish experience are discussed.

(368)
01327 UIE/00080
Bengtsson, J. Sweden. The Swedish view of recurrent education. In: Country reports and statements from Iceland, Malta, the Netherlands, Sweden, and the United Kingdom, (see Standing Conference of European Ministers of Education. 9th session.) p. 37-59.

This /conference report/ on /lifelong education/ in /Sweden/ is one of the country reports presented at the ninth session of the Standing Conference of European Ministers of Education in 1975 - Continuing education has intensively been under public discussion in Sweden, thus the report presents articulated /conceptual schemes/ with /statistical data/ of /educational goals/, including /equal education/, /social

integration/ and a common set of values, response to the /labour market/ and /student motivation/. Models for /recurrent education/ are suggested which tend to solve the /educational disadvantagement/ between generations. The report recommends weighing /higher education/, /admission requirements/ taking into account /work experience/ and aptitude tests results, thus opening the system to more potential participants.

(369)
01314 UIE/00067 ED 123 181
Bengtsson, J. The Swedish view of recurrent education. Paris, OECD, CERI, 1972. 23 p. Recurrent education. Policy and development in OECD countries.
The report defines and describes /recurrent education/ as conceived by the 1968 Educational Commission in /Sweden/, and shows the objectives, motives and problems of new /educational strategies/ in the context of /lifelong education/ - Important objectives are: /equal education/, especially to bridge the gap between older and younger /employees/; flexibility to meet the demands of the /labour market/, a common set of /values/ for work and school; /teaching methods/ related to present or future occupations. Problems are: necessary changes in /secondary schools/; /selection procedures/ which do not allow for previous /work experience/; necessary /decentralization/ of /higher education/; /social welfare/ aspect; division of responsibility between public and private sectors.

(370)
01892 UIE/00127
Bereiter, C. Must we educate? Englewood Cliffs, N.J., Prentice-Hall, 1973. 146 p. 0-13-608364-1
This book discusses whether /school role/ is to impart /moral values/ to /children/ or whether it should be confined to teaching /basic skills/ - The author considers it an infringement of /civil rights/ that schools try to influence children's /attitudes/ and /behaviour/ and examines alternatives to present /public school systems/ in the /USA/. He distinguishes between 'education' and 'competence', considers the latter more important for /economic progress/, and gives examples of how children and /adolescents/ can be usefully occupied in a 'non-educational' environment, developing their existing abilities on the lines of /adult education/ or /lifelong education/. He favours introducing /grants/ for young people, to be paid back later in income-tax, and enabling them to spend their adolescence as they wish for a four-year period during which they would not have to go to school or take a job.

(371)
02086 UIE/00192
Berman, T. The Roskilde University Centre, Denmark. In: Council of Europe. Trends towards self-management of adult education, p. 15-28.
This is one of the /case studies/ dealing with /educational experiments/ in /higher education/ at the Roskilde University Centre, /Denmark/, the only university specially built for /group activities/ - The /educational aims/ of the university are: 1) to enable citizens to meet /occupational change/; 2) to promote insight into modern society; 3) to stimulate lifelong education; and 4) to increase /access to education/ by flexible student selection. Democracy, /participant involvement/ and /productive thinking/ are strongly encouraged. /Common core/s in natural sciences, humanities and social sciences constitute the beginning of all studies. They are interdisciplinary, problem oriented and based on group work. /Student evaluation/ is carried out through continuous self assessment, comprehensive internal and external evaluations. /Students projects/ aim at cooperation with the Roskilde community as well as at solving problems which the university in its initial phase (teaching started in 1972) has to confront, e.g.: college teachers have to become more familiar with their new teacher role oriented towards being consultants or guides. /Expenditure per student/ (1185 students in 1974) is higher than in other Danish universities.

(372)
02847 UIE/00324
Bertelsen, P.H. International Symposium of Ways and Means of Strengthening Information and Counseling Services for Adult Learners, Los Angeles, 1977. The potential of information, guidance and counselling services for improving the access of adults to learning opportunities. Los Angeles, 1977. 18 p., annexes.
Held by the College of Continuing Education, University of Southern California in co-operation with Unesco.
Within a /lifelong education/ system well developed /information services/ and /guidance services/ can help /adult students/ in the area of /access to education/ and /adult education/ in general - Present provision for these services is examined especially in the context of adult education. Access to education can best be accomplished through a system in which agencies of adult education work together with /community services/ in disseminating information. When coordinated, such a system would then help to generate /feedback/ and thus further stimulate adult education. The /school role/ and /college role/ are discussed especially as they affect /school leavers/. The paper also contains sections on /counsellor training/, /operating expenses/ for these services and proposals for action at various levels in the future.

(373)
01934 UIE/00169
Besnard, P. Socio-pedagogie de la formation des adultes. Paris, Les Editions ESF, Entreprise moderne d'edition, 1974. 180 p. 2-7044-0487-9 Collection information et formation. FREN
This book investigates the sociological factors that might explain the origin and development of /adult education/ in /France/ - Industrial and more still 'post-industrial' society tend towards increased /leisure/, which means more time for intellectual activity. The need for education, especially /lifelong education/, becomes more urgent. The interrelationship between education and politics, the economy, legislation and cultural life is analysed and illustrated by diagrams. The second part contains a critical analysis of adult education after 25 years of its existence, investigating especially the reasons for /student participation/ and /teacher participation/ their /social background/ and /educational background/ and the attitude of the public towards adult education.

(374)
01311 UIE/00064
Besnard, P., Lietard, B. La formation continue. Paris, Presses universitaires de France, 1976. 126 p. Que sais-je? 1655. FREN
This book gives a picture of /lifelong education/ in /France/ by analysing its foundations in the following disciplines: /sociology/, /economics/, and /educational psychology/ - It shows the general characteristics of the French system of lifelong education including legal and /political factors/, also the disparity between /educational

legislation/ and the reality of the world of /industry/. It is necessary to provide good school level education, since all motivation for /further training/ depends on this; an interchange between /general education/ and /vocational education/ is essential if lifelong education is to fulfill its purpose. Finally human aspects and financial factors are discussed.

(375)
02501 UIE/00270 ED 135 268
Best, F., Stern, B. Lifetime distribution of education, work and leisure: research, speculations and policy implications of changing life patterns. Washington, The George Washington University, 1976. 61 p.
This article deals with the distribution of education, /employment/, /leisure/ and /retirement/ according to /age groups/ in the /USA/ and examines alternative life patterns for the future - At present most persons experience a linear progression from school to work to retirement. In recent decades, working life has become increasingly compressed, resulting in longer periods of /adolescence/ (/vocational education/), and retirement. The article suggests that this trend will intensify /social problems/ and result in superfluous /qualifications/ and low /job satisfaction/. An analysis of /population trends/, /family structure/, psychological development of /adults, educational innovations including lifelong education, /social change/ and changing values (demand for leisure), etc. suggests that new cyclic life patterns, i.e. alternation between work and leisure (/recurrent education/) will emerge.

(376)
02087 UIE/00193
Bockemuhl, C. Participation and self-management - two aspects of the democratisation of folk high schools in the Federal Republic of Germany. In: Council of Europe. Trends towards self-management of adult education, p. 29-40.
This case study deals with efforts towards increased /student participation/ in /institutional self management/ of /continuing education centres/ ('Volkshochschulen') in /Germany FR/ - 'Volkshochschulen' claim to support /democratization of education/. Moreover, curriculum planning has always been influenced by students' interests as they attend voluntarily; the main barrier to /participant involvment/ in course organization has been the short period of /attendance/. The need for lifelong education has resulted in lengthening courses and giving students and /adult educators/ more scope to determine what is to be taught. The study discusses legislation on Volkshochschulen and compares the statutes of three institutions where regulations providing participation or self-management exist. They are in the following German towns: Duisburg, Leverkusen and Nuremberg.

(377)
01929 UIE/00164
Bolo, P. Application of the Continuous Vocational Training Act (16 July 1971). In: Council of Europe. Developments in adult education structures, p. 20-41.
This study covers /further training/ (a sector of /recurrent education/) in /France/ - Information is given on the provision of the Continuous Vocational Training Act and on numbers of participants and /costs/ since 1972; the right to individual /educational leave/ and types of courses taken; consultation between mangers and /workers/ on training programmes (joint representative bodies, funding, etc.). The problems involved in implementing training organized by the firms themselves are also discussed, especially the disparity between large and small firms and the unsuitability of training opportunities. Due to the economic crisis State intervention pushes the original conception of continuous vocational training for everybody towards a remedy for unemployment, particularly /youth unemployment/ and a mere extension of basic education.

(378)
02076 UIE/00182 ED 138 522
Bottani, N. et al. Recurrent education: policy and development in OECD member countries. Switzerland. Paris, OECD, CERI, 1976. 114 p. 92-64-11545-3 ENGL FREN
The document identifies requirements for /recurrent education/ in /Switzerland/, working out appropriate /educational policies/, reviewing present trends and indicating the necessary /educational research/ - It examines the /educational aims/ of recurrent education, and considers special topics such as /admission requirements/, /credit system/, /special degree programmes/, /teaching methods/ and provision of /educational leave/, as they apply to /adult students/. Three /case studies/ of existing practices are also analysed from these points of view, and related to /educational development/ of the Swiss system as a whole. Changes necessary in /educational organization/ at all levels in order to establish an integrated system of recurrent education as the basis for /lifelong education/ are then considered, including discussion of /adult education/, vocational education/, /higher education/ and /teacher education/. Finally, the report lists some relevant /educational innovations/ and some /research projects/ in Switzerland.

(379)
00972 UIE/0033
Bruley, M., et al. Une nouvelle ère de l'éducation. L'éducation permanente. Paris, Les éditions du Cerf, 1971. 94 p. Dossiers 'parole et mission', 1. FREN
This book contains ten different articles on existing opportunities for /lifelong education/ - The /educational benefits/ and requirements of lifelong education are presented with an analysis of philosophical and anthropological as well as /religious factors/. The concept entails new /educational policies/ including provisions for /work education/ and /national regional programmes/. In addition, lifelong education could facilitate /cultural exchange/, especially between /religious cultural groups/; two pertinent cases, one in Taiwan and the other in /Haiti/ are described. /Bibliography/ p. 92-94.

(380)
02524 UIE/00293
Brumberg, S.F. Colombia: a multimedia rural education program. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 1-60.
This paper deals with the 'ACPO' /multimedia instruction/ programme for /rural education/ in /Colombia/ which began in 1947. It is one of a series of /case studies/ providing information on /educational planning/ especially in the /rural areas/ of /developing countries/ - The introduction outlines the /educational objectives/ including /behavioural objectives/ of the plan and its organization. Further sections cover /educational radio/ ('radio schools' and /nonformal education/); /publications/ like textbooks and rural /newspapers/; personal contact; integration of teaching elements; /feedback/, /evaluation/, /research/; /decentralization/. An attempt is made to assess the effectiveness of the project. Information is provided on /costs/ and financing. The

ACPO demonstrates that no single medium by itself constitutes a viable teaching-learning system but, combined with others and with human elements at the learning scene, these /mass media/ can become potent tools of learning.

(381)
01911 UIE/00146
Buch, M.B., et al. Innovations in teacher education. In: Asian Centre of Educational Innovation for Development. Exploring new directions in teacher education, p. 66-87.

Two /case studies/ on /educational innovations/ concerning /preservice teacher education/ and /inservice teacher education/ adopted by two /teachers colleges/ in /India/ - Both institutions being described have tried to relate /educational programmes/ for teachers to the /social environment/ and needs of their /community/: 1) The Gandhi Shikshan Bhavan, situated in Bombay, is committed to Gandhian ideals of life and education. One of the projects conducted by this institution was planned in co-operation with the /UIEH/ to develop a /teacher education curriculum/ based on the idea of /lifelong education/. 2) The M.B. Patel College of Education, situated in the rural area of Gujarat concentrates on activities in /rural development/ of /rural areas/ by such methods as /rural extension/ or /extension education/.

(382)
00559 UIE/0020
Burke, J. Learning exchange. Education news (Woden), v14, n/, 1974, p. 14-17.

A project initiated in 1972 in Malvern, /Australia/, aiming to develop opportunities for /lifelong education/ from /community resources/ - The author describes his experiences in fostering /informal education/ by providing media (e.g. monthly newspaper, noticeboard, card files) in which individuals who have something to teach and/or learn announce their availability or desire. The point is made that this service, being based on /participation/, /peer teaching/, shared personal commitment and interest, without an overview or planned educational objectives runs counter to the system, methodology and conceptions of the educational institutions. The author stresses that opportunities for lifelong education do not necessarily depend on financial aid of education agencies but require only the readiness on the part of the people concerned to make them available within the existing resources of the society.

(383)
02849 UIE/00326
Bushnell, D.S, Automotive Engineering Congress, Detroit, Mich., 1964. Life-long learning - a means for overcoming obsolescence. New York, N.Y., Society of Automotive Engineers, 1964. 5 p.

/Manpower development/ by industry in /USA/ through /recurrent education/ can increase productivity and help prevent /redundancy/ and obsolescence in fields such as /engineering/ - The role of industry in providing opportunities for /engineers/ should be expanded to meet /manpower needs/ through /inservice education/ and /occupational advancement/ of qualified industrial personnel into engineering positions as well as /refresher courses/ for engineers to either update their /qualifications/ or allow them to seek employment in new areas. To provide effective programmes, the management must offer /incentive systems/ such as automatic /promotion policies/ and cooperate with local schools and colleges. The role of technical schools and universities is to instill study skills and attitudes conducive to lifelong education. Engineers are advised to seek out and take advantage of all learning activities both as students and teachers.

(384)
02485 UIE/00254 ED 082 006
Bushnell, D.S. Needed: a voucher plan in support of continuing education. Alexandria, Va., Human Resources Research Organization, 1973. 10 p.

This paper suggests the implementation of a voucher plan of /financial support/ to be funded by the /central government/ to guarantee the accessibility of /recurrent education/ to /adults/ in /USA/ - The current shift in terminology from /vocational education/ to /career education/ highlights changing ways of thinking about work. The movement is clearly away from mere economic security and towards new rewards such as /self actualization/. Steps should be taken to aid this movement such as the organization of 'career ladders' along with the parallel growth of /educational opportunities/. Public education does not serve the /learning needs/ of adults. It is up to industry, trade unions, adult educators and the government to aid in formulating /adult education programmes/. This paper outlines one method for the government to fund such a programme and thus insure the availability of lifelong learning to adults.

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(385)
02855 UIE/00332 ED 099 262
Cantor, L.M. Recurrent education. Policy and development in OECD member countries: United Kingdom. Paris, OECD/CERI, 1974. 27 p. 92-64-11285-5

/Educational provision/ for /recurrent education/ in /UK/ is discussed in both current and /future/ contexts in this report - The concept of recurrent education has not as yet taken hold in the UK. A survey of the systems of /continuation education/ and /adult education/ show, with few exceptions, little in common with recurrent education. The emphasis of contination education remains on /youth/ with the exception of 'post-experience courses' for those with /employment experience/ in commerce and industry. Adult education includes several developments tending towards a recurrent system. One example is the /open colleges/ approach of the Open University with entry procedures and /teaching methods/ characteristics of recurrent education. Though the future is not likely to bring any systematic change or increased /educational finance/, the author nevertheless sees a gradual movement towards recurrent education by means of subtle social and economic pressures.

(386)
01343 UIE/00096
Carton, M. Internationales Kolloquium Uber Aus - und Weiterbildung der mittleren Kader im Himblick auf die "education permanente", Lenzburg, 1974. Education permanente: Schlussbericht des internationalen Kolloquims. Bern, Schweizerische Unesco-Kommission, 1975. 112 p.
GERM FREN

This report on an international conference held in /Switzerland/ on /management education/ on the lines of /lifelong education/ - The aims of the conference were: to establish and develop the concept of lifelong education; to see whether the concept interests groups outside the teaching profession (here intermediate management); to exchange

information at international level. The appendix following the report on the conference itself includes basic information for delegates; management education in Swiss companies; lifelong education policy in /France/; experience with management education in /Germany FR/; need for intermediate executives in Switzerland; definition and functions of intermediate management; training of intermediate-grade experts in /Hungary/ from the point of view of lifelong education; methods of ascertaining necessary vocational /qualifications/.

(387)
01686 INNO/00701
Cavert, C.E. National Conference on Open Learning in Higher Education, 1st, Lincoln, Neb., 1974. Conference proceedings. Lincoln, Neb., State University of Nebraska, 1974. 228 p.
Sponsored jointly by State University of Nebraska and Great Plains National Instructional Television Library.
Speeches on /educational theories/ of /an open colleges/ and their role in achieving /lifelong education/ and presentation of various open /college programmes/ mainly in /USA/ - /Multimedia instruction/ is used in the national /environmental education/ project and in the State University of Nebraska programme. The most prominent features of the latter are a resouce centre, daily newspapers and telephone communication. The learner-centered instruction involves a /course organization/ in 20 steps. Problems in /college administration/ are related to identification of audience, delivery of /college instruction/ and curriculum development. /Course evaluation/ was directed at measuring effectiveness of television format on /adult students/. Rutgers University is applying /instructional media/ developed by the British Open University. Purdue University uses cable television for on and off campus courses. Other programmes in USA offer /continuing education/, /career education/ for disadvantaged adults, training in basic immediately employable skills. In /Canada/, /adult education programmes/ are directed at improved social communications through /video tape recordings. The aim of Everyman's University in /Israel/ is to extend education to /disadvantaged groups/; it has an open admission.

(388)
01917 UIE/00152
Charconnet, M.-G. Peer tutoring: Operational description of various systems and their applications. Paris, Unesco, Division of Methods, Materials and Techniques, 1975. 63 p. The development of educational methods and techniques adapted to the specific conditions of the developing countries. ENGL FREN
This study on /peer teaching/ is part of a series of /Unesco/ publications investigating /teaching procedures/ adapted to /economic factors/ and /cultural factors/ in /developing countries/ - Mutual instruction is one of the oldest educational procedures known. It requires few trained staff, only simple /instructional materials/ and is applicable in a lifelong education system. The study covers the following: peer tutoring systems practised in /Western Europe/ in the 19th century; experiments with children and adolescents in the /USA/ including teaching of /spelling/; /programmed instruction/, (/USA and /India/); /audiovisual aids/ including radio and television, and experiments in /Ethiopia/ and /Cuba/. Difficulties of implemented peer tutoring systems are stressed.



(389)
01912 UIE/00147
Chin Long Fay. Innovations in teacher education. In: Asian Centre of Educational Innovation for Development. Exploring new directions in teacher education, p. 228-245.
This article highlights a number of /educational innovations/ which have been introduced in /teacher education/ in /Singapore/ since the establishment of the Institute of Education in 1973 - Objectives of the /teacher education curriculum/ are 1) to train teachers for school systems; 2) to train teachers for readiness to accept and participate in /social change/. Among the various innovative programmes of the Institute being described (e.g. early childhood education project, /inservice teacher education/ courses) is the participation in an experimental study on teacher preparation in accordance with the principle of /lifelong education/ initiated by the /UIEH/ in 1973.

(390)
01879 UIE/00114
Ciase, B.M. The people's involvement in development: a case study from Senegal. Literacy discussion (Teheran, IIALM), v7, n4, 1976-77. p. 65-76.
This paper describes efforts in /Senegal/ to increase /citizen participation/ in /national integration/ - Important as /economic development/ is, full national development must also include /cultural factors/, educational organization, etc. to produce a society adapted to man's needs. An individual and national will for progress is required; one of the tasks of education, especially /lifelong education/, is to promote this. Administrative /decentralization/ is considered essential; therefore the organization 'Animation' was founded to establish a dialogue between the State and /community organization/ which train and represent the people. Various national educational institutions directly involved in development are described. Particular attention has been given to /rural education/ and /literacy/ training, respecting existing traditions and values.

(391)
02475 UIE/00244
Cohen, M.J. Our classroom is wild America. Jericho, N.Y., Exposition Press, 1974. 210 p. 0-682-47958-6
This book is about /environmental education/ as taught by the author and his wife through a programme of /study tours/ in /USA/ - /Secondary school students/ of the 'Trailside Country School' spend one year of their secondary education in an /educational environment/ very different from the traditional one. The /secondary school curriculum/ includes /credit courses/ based on the daily encounters of the students as they visit various areas and places of interest throughout the country. One year in this programme is equivalent to a full year in other /secondary schools/ or one or two semesters of college instruction. /Outdoor activities/ are emphasized. /Group dynamics/ and /individual development/ are key /educational objectives/ and 'freedom' is the byword of the author's /educational philosophy/.

(392)
01897 UIE/00132
Colovic, I. L'éducation permanente: quelques expériences heterogenes. Paideia (Wroclaw), v3, 1973, p. 199-208. FREN
The author describes the propagation of /lifelong education/ in /Yugoslavia/ in relation to his work in two colleges: the Young People's University in Belgrade, created within /youth programmes/ to promote

/cultural activities/ and the People's University Braca Stamenkovic - The latter organises /evening courses/ to provide illiterate adults with /primary education/. Motivation for these courses was considerably strengthened by /student participation/ in /newspapers/ written jointly by teachers and students and covering the special learning difficulties of the latter. In 1970 the author started to introduce the concept of /lifelong education/ which led to a conference held in Vrnjacka Banja in 1971 on the relevancy of lifelong education for Yugoslavia.

(393)
02079 UIE/00185
Comfort, A. A good age. London, Mitchell Beazley, 1977. 224 p. 0-85533-093-7
This book examines, in alphabetical order, many of the problems facing /elderly people/ in /UK/ and seeks to give advice and encouragement in all matters of old /age/ - The subjects covered include: /fear/, /physicians/, /death/, /food/, /lifelong education/, /retirement/, /mass media/, /poverty/, /religion/, /sexuality/, /smoking/, etc. Remarkable achievements of the elderly are described and the book contains numerous illustrations. The entries are preceded by a full introduction; a /bibliography/ and diet sheets are included.

(394)
01891 UIE/00126
Committee of Presidents of Universities of Ontario. Subcommittee on Research and Planning. Towards 2000; the future of post-secondary education in Ontario. Toronto, McClelland and Stewart, 1971. 176 p. 0-7710-0149-5
This book deals with the future of /higher education/ and the advantages of /lifelong education/ in Ontario, /Canada/ - /Educational institutions/ have undergone considerable changes in recent years and will have to face new tasks in the post-industrial society of the future. The book seeks to define these tasks and shows how higher education is beginning to react to them. Aspects covered include: /enrolment trends/; /access to education/; /college role/ and university role; influence of /professional associations/; developments in /graduate study/. The Committee also analyses the relationship between education and /government/, (here within a /federative structure/), and the question of /educational finance/ and allocation of /grants/.

(395)
02072 UIE/00178
The community is the teacher: Experience-Based Career Education. Washington, D.C., National Institute of Education, 1976. 31 p.
This booklet describes /educational experiments/ with /work experience/-based /career education/ (EBCE) in /secondary education/ in /USA/ compatible with the concept of lifelong education - EBCE aims to increase the /community role/ in /career choice/ and /vocational development/ by the arrangement of /student projects/ in local firms, community services, etc., thus establishing a closer /school community relationship/. The new /teaching procedures/, suitable /student characteristics/ and projects and questions of matching students with community participants are discussed. Two /case studies/ illustrate a student's and a businessman's experiences with EBCE. A brief /evaluation/ of the system is given, including /opinions/ of students, secondary school graduates, parents and community participants. A final chapter outlines possible future developments. /Bibliography/.



(396)
02839 UIE/00315
Comparative Education Society in Europe, 6th general meeting, Frascati, 1973. Recurrent education - concepts and policies for lifelong education. Proceedings. London, 1973. 122 p.
See abstracts 02836 (Banevent), 02837 (Limiti), 02838 (Jackson).

(397)
02080 UIE/00186
Conference of Ministers of Education of African Member States, Lagos, 1976. Final report. Paris, Unesco, 1976. 98 p.
DOCUMENT NO. ED/MD/41 ENGL. FREN
Organized by Unesco with the co-operation of OAU and ECA.
/Conference report/ reviewing /educational development/ in /Africa/ since 1968: analyses current /educational development trends/ in the region and examines problems raised by its /educational innovations/, giving consideration to the relation between education and /development/ - stresses /primary education/ and /mass instruction/ within the framework of /lifelong education/; also examines questions of educational assistance and /regional cooperation/; includes the texts of the /international instruments/ adopted by the Conference, as well as its agenda and the texts of the speeches delivered.

(398)
02033 IMMO/00843
Conference on Future Structures of Post-Secondary Education, Paris, 1973. General report: policies for higher education. Paris, OECD, 1974. 188 p. 92-64-11243-X.
/Conference report/ on the prospects for transition from elite to mass /higher education/ in /Europe/ and strategies for the necessary higher /educational development/ - Increasingly, the traditional elitist system of European higher education is having to be abandoned in today's context's of /social change/ and /economic development/; integrative /educational reform/ requires /educational policies/ that will enable creation of structures, content and organizational arrangements responding to the /educational demand/ and expanded /educational goals/ of society's present expectations. Tensions generated under quantitative expansion, such as the strains placed on /resource allocations/, are examined; as are issues of /recurrent education/, /socioeconomic background/ of college students and /competitive selection/. Empirical growth-of-scale change patterns, and the circumstances of /college planning/ in mercurial environments, are analysed in another major paper. '/Access to education/ and /employment/' is the theme of guidelines for discussion prepared by the OECD Secretariat. Rapporteur's summary precedes the Conference's statement of its general conclusions under 5 main headings.

(399)
01893 UIE/00128
Coombs, P.H. Nonformal education: myths, realities, and opportunities. Comparative education review (Madison), v20, n3, 1976, p. 281-293.
In this article the author seeks to define /nonformal education/, to examine its possibilities as /lifelong education/ and to dispel misconceptions - Nonformal education is an ancient and widespread concept still thriving in both industrialized and /developing countries/, e.g. as /apprenticeship/. New forms such as /rural extention/ services etc. have been added. It is more adaptable to diverse needs than /school systems/ (which, however, it does not claim to replace) and well suited to help in conditions of extreme /poverty/. Nonformal /educational

programmes/ must be decentralized, planned to facilitate specific developmental activities and mobilize all existing /human resources/. Increased cooperation between agencies is essential. /International agencies/ are increasing their help. Information is also given on /costs/ and /cost effectiveness/.

(400)
01927 UIE/00162
Council of Europe. Developments in adult education structures: 5 national studies. Strasbourg, 1976. 113 p.
See abstracts 01928 (Hamacher), 01929 (Bolo), 01930 (Martinoli), 01931 (Stapel), 01932 (Dalin).

(401)
01297 UIE/00050 ED 113 506
Council of Europe. Permanent education, a framework for recurrent education: theory and practice. Strasbourg, Council of Europe. 1975. 30 p.
A synthesis report by the /Council of Europe/ for the 1975 European Conference of Ministers of Education on the concept of /lifelong education/ and the strategy for achieving it, /recurrent education/ - The CCC made an intensive study of 16 /educational experiments/ in 9 countries in /Western Europe/ which included /preschool centres/, /open plan schools/ at primary level, innovative /secondary schools/ and /adult education programmes/. The report sums up the aims and methods of these experiments, attempts a /programme evaluation/ of each group and points to the problems encountered. On this basis it outlines a new approach to /adult education/ which will better meet the /educational needs/ of /adult students/ through flexible structures, the use of /credit courses/ and changed methods.

(402)
02084 UIE/00190
Council of Europe. Trends towards self-management of adult education: six case studies. Strasbourg, 1976. 100 p.
See abstracts 02085 (Creutz), 02086 (Berman), 02087 (Bockemuhl), 02088 (Dubois), 02089 (Elstad), 02090 (Greve).

(403)
02114 UIE/00220 ED 149 032
Council of Europe. Work of consolidation of the evaluation of pilot experiments in the permanent education field. Strasbourg, 1977. 124 p., appendix.
See abstracts 02115 (Hameline), 02116 (Schwartz), 02117 (Schneffhaect).
ED 149 032 abstract : An evaluation of twenty-five national pilot experimental projects in permanent education conducted in European countries was done to provide a foundation for theoretical work, to update prior studies, and to create an awareness of the problems of permanent education. Three- to five-day evaluation visits were made to each of the project sites by a team of experts. Data was collected on the experiments which involved basic education, secondary and tertiary education, and continuing education of adults. The findings indicated that (1) the redirection of present school education towards an integrated educational policy depends upon a successful connection between the planners and the organizers controlling school reform on the one hand, and the necessary trials and errors of the various experiments on the other, (2) that the university which seeks to meet the problems of contemporary life should agree to a diversification of its functions, provide training for an occupation, and provide continuing educational opportunities for adults, and (3) permanent education can be either a system of recurrent education consisting of reorganizing present school structures to bring them into touch with the flow of life in general and working life in particular (permanent schooling) or a system providing a continuous and effective opportunity for personal development (permanent personal development).

(404)
02825 UIE/00307
Coyne, G. South Australia. Department of Further Education. Research Branch. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Australia. Part 1: Comparative analysis of the systems of technical and further education in New South Wales and South Australia. Part 2: Croydon Park Technical College, South Australia. Paris, OECD/CERI, 1977. 43 p.
/Recurrent education/ in /Australia/ is developing by means of /government programmes/ in /university extension/ specifically /technical education/ and /further training/ - 'T.A.F.E.' (Technical and Further Education) is a wide network of educational institutions providing education to a large proportion of the population. Programmes in two regions are compared concentrating on problems of /access to education/ as in the case of /illiterate adults/. There are attempts to meet the special /educational needs/ of /disadvantaged groups/ such as physically and mentally handicapped students, elderly people, women, foreign workers, and especially, the aborigines. One of Australia's /technical colleges/ strengthens the /school community relationship/ through reaching greater numbers of students with courses in /vocational education/, /transfer classes/ to prepare individuals to enter these courses, classes for adults and /dropouts/ and /enrichment programmes/ for the community.

(405)
01907 UIE/00142
Cremin, L.A. Public education. New York, Basic Books, 1976. 100 p.
0-465-06775-1
Working with Dewey's distinction between schooling and education the author expands the notion of intentional education suggesting that it takes place as a /lifelong education/ process through /family education/, /informal education/ through /religious institutions/, /labour/ and /mass media/ all over the /USA/ as much as it does in /school systems/ - Various elements of the social revolution of the past quarter century put limitations upon public schooling. Based on this statement a revision of modern educational theory is proposed and the implications for such a revision both for /educational policies/ and for /teacher educator education/ are considered. Only /educational coordination/ of all /educational institutions/ can lead to a progressive education which means lifelong education for each individual.

(406)
02085 UIE/00191
Creutz, E., Daems, J. Higher Insitute for Working-Class Culture: presentation, assessment and outlook. In: Council of Europe. Trends towards self-management of adult education, p. 1-14.
Founded in 1962, the Higher Institute for Working Class Culture (ISCO) aims at supplying /workers education/ in economic, social and political sciences to enhance /citizen role/ of /working class/ /adults/ in /Belgium/ - The educational aim is to develop intellectual and critical faculties of men and women in the interests of a democratic transformation of society and educational structures. /Group discussion/ and /student participation/ in management of the learning process and course

organisation are some of the characteristic /teaching methods/. Emphasising the development of militant /social action/, ISCO encourages also occupational advancement and lifelong education and attaches particular importance to democratic behaviour within /groups/, which are kept as diverse as possible.

(407)
01922 UIE/00157
Crittenden, B. Means and ends in education: comments on living and learning. Toronto, Ontario Institute for Studies in Education, 1970. 128 p. Its: Occasional papers, 2.

The contributions in this book are the temporary results of discussions on 'Living and Learning', the Hall-Dennis /Commission Report/ on /educational development/ in Ontario, /Canada/ - The discussions were held by various groups interested in /lifelong education/. The following topics are covered: /teacher education/ and /teacher role/ as instruments of /educational reform/; the Report's use of educational slogans; stress on /discovery learning/; impracticability of /educational aims/; /student teacher relationship/; the Report's picture of contemporary society and vision of the future; /student evaluation/ and /programme evaluation/; /special education/; cost of implementing recommendations. In general, the proposed reforms are considered pleasant but indulgent and only possible in a wealthy society.

(408)
00951 UIE/0012 EJ 102 038
Cropley, A.J. Lifelong education: a panacea for all educationally ills? Australian journal of education (Hawthorn, Victoria), v18, n1, Mar 1974, p. 1-15.

Whilst disagreeing with radical Utopian approaches to /lifelong education/ the author upholds its basic principles which are directly derived from a set of felt needs such as /social change/ and /technological advancement/ and represent a fundamental reorganization of the whole rationale of /school role/ in response to these needs - He welcomes the serious attempts currently made, e.g. by the Unesco Institute for Education, Hamburg, to refine the theoretical concepts and develop ground rules for /curriculum development/ and changes in teacher education procedures so as to facilitate lifelong education.

(409)
02126 UIE/00232
Cropley, A.J. Lifelong education: a psychological analysis. Oxford, Pergamon Press, 1977. 196 p. 0-08-021814-8 Advance in lifelong education 3.

The need for /lifelong education/ arises from rapid /occupational change/ and /social change/, which have caused new /psychological needs/ in life. Its basic concepts are identified and supported by /psychological studies/ of /preschool learning/, /adult learning/, /intellectual development/, /social factors/, /motivation/ and /affective behaviour/ - School systems are seen as a major phase in a lifelong education system, and analysed in terms of horizontal integration, vertical integration and fostering educability. /Curriculum development/ at all levels should emphasize /school community cooperation/, /educational coordination/ and development of necessary personal characteristics such as motivation for continued learning, capacity for /self evaluation/ and ability for /independent study/. The implications of this analysis are indicated for /preprimary curriculum/, /primary school curriculum/, /secondary school curriculum/ and /out of school education/. Finally, the book reviews criticisms and future prospects in the area.



(410)
01337 UIE/00090
Cropley, A.J. Some psychological reflections on lifelong education. In: Foundations of lifelong education, p. 186-234.

This study deals with the role of /psychology/ in /lifelong education/ - The author shows the inadequacies of present /educational organization/ for all /age groups/ with regard to /individual development/, /interpersonal relationship/ and preparation for life. Lifelong education should enable /children/ and /adults/ to meet the psychological 'threat' of /social change/, to function intellectually throughout life and to achieve full /self actualization/ and /social integration/. Attention is given to psychological development in /early childhood/. Suggestions are also made for /curriculum development/ in respect of schooling, work and life itself.

(411)
02834 UIE/00314
Cropley, A.J., Dave, R.H. Lifelong education and the training of teachers. Oxford, Pergamon Press for Unesco Institute for Education, Hamburg, 1978. 245 p. 0-08-022987-5 Advances in lifelong education, 5.

/Lifelong education/ has implications for the /teacher role/ and /teacher qualifications/, and thus far /teacher education/ - In /research projects/ in /teachers colleges/ in /Australia/, /Germany FR/, /Hungary/, /India/ and /Singapore/ changes were made in /teacher education curriculum/, /administrative organization/ and /practice teaching/ in the light of lifelong education. These included changes in the role of /instructional staff/, in /learning processes/, /learning activities/, and in forms and methods of /evaluations/. There were also strongest links with the /community/ as well as emphasis on continuing learning after the completion of /preservice teacher education/. It was found that, under the right circumstances, various changes occurred in the student teachers, especially in /student attitudes/ and /teaching methods/ adopted.

(412)
01322 UIE/00075
Crummenerl, R., Dermine, G. Educational leave, a key factor of permanent education and social advancement. Strasbourg, Council of Europe, 1969. 126 p.

One of the /regional surveys/ of the /Council of Europe/, this is a report by a research team from the International Confederation of Free Trade Unions on /educational leave/ as a major factor in /lifelong education/ - It describes the facilities at present offered (1968) and provides /criteria/ for a possible harmonization of educational leave in /Western Europe/. Part I General Report: Types of educational leave and /courses/ offered; curriculum; legal provisions; /financial support/ to beneficiaries, etc. Part II: Aspects of educational leave in /UK/, /Germany FR/, /France/, /Scandinavia/, /Greece/, /Italy/, /Malta/, /Spain/, /Turkey/, /Belgium/, /Luxembourg/, /Netherlands/, /Austria/, /Switzerland/.

(413)
01886 UIE/00121
Culbertson, D.J. Corporate role in lifelong learning. In: Vermilye, E.W. Lifelong learners - a new clientele for higher education, 29-33.

This article deals with the /college role/ and /industry/ role in providing /lifelong education/ (especially /vocational education/) in the /USA/ - Traditionally, universities and colleges have been the only sources of /higher education/; now, similar and often more practically applicable teaching is being offered by profit-making institutions. Drastic changes in /manpower needs/ and /technological advancement/ demand

constant adjustment of /vocational training/; few /unskilled workers/ are required. The author outlines /educational provision/ offered by Xerox. The rapidly expanding company offers /further training/ and /general education/ on a decentralized basis and on a central campus; /leave of absence/ for work in /social services/; extensive /inservice courses/ using university facilities.

# D

(414)
01303 UIE/00056
Dabholkar, S.A. Prayoga - Parivar oder das neue Netzwerk gegenseitigen Lernens. In: Freiheit zum Lernen, p. 200-237. GERM

The author presents the development and state of a /community education/ project carried out to improve the /agricultural development/ in /India/ - After reporting his personal background and career development, he turns to his experiment of establishing in 1966 a learning exchange network through which /informal education/ takes place through the participants' (workers and farmers as well as intellectuals) /interaction process/ based on real life situations and experiences mainly as regards agricultural problems. In order to survive, many Indians had to think about new methods of increasing /agricultural production/ and found a chance to learn from each other through the channels of the network. The author stresses that this example shows that human beings are motivated and able to learn throughout their life, that they are ready for /lifelong education/ and willing to share experiences based on /activity learning/ and /peer teaching/ if they are related to their vital /educational needs/. /Participation/ and voluntary work are prerequisites for the /democratization of education/.

(415)
0821 UIE/00303
Dalin, A. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Norway. The Norwegian Adult Education Act. Paris, OECD/CERI, 1977. 21 p.

The aims of /recurrent education/ have been furthered in /Norway/ through /educational legislation/ passed in 1976 encompassing /adult education/ in its many forms - The objective of this act is to achieve /democratization of education/ which will allow /individual development/. The scope of the law is wide, covering such aspects as primary and secondary /continuation education/ and /vocational training/ as part of /manpower development/. In addition to enhancing democratization of education, the chief contributions of the law are the provision of increased /educational quality/ for those with practical /employment experience/ and a /financial policy/ aimed at stimulating /lifelong education/. The full text of the bill comprises the second half of the paper.

(416)
00974 UIE/0035 ED 123 182
Dalin, A. Recurrent education in Norway. Paris, OECD, CERI, 1972. 43 p. Recurrent education. Policy and development in OECD countries. ENGL FREN

This report sponsored by /OECD/ surveys the activities undertaken in /Norway/ in 1965-1971 with the aim of developing an /educational policy/ directed to a system of /lifelong education/ in which /recurrent education/ will be the motivating educational philosophy of the government's /educational policies/ - The report discusses the present state of recurrent education, including /educational finance/. Several major issues of concern are: access to education by /housewives/ and other societal groups that lack powerful organization to lobby for resource allocations; the effects generated by the internal conditions of existing educational institutions, including their relationship with private industry and educational 'consumers'; financial support for individuals during an education (non-working) period; and determining the relationship between basic and recurrent /educational programmes/. The influence of /central government aid/ is discussed.

(417)
01932 UIE/00167
Dalin, A. Self-management of adult learning in Norway. In: Council of Europe. Developments in adult education structures, p. 105-113.

The author outlines trends towards increased /democratization of education/, /participant involvement/ and /student participation/ in /adult education programmes/ in /Norway/ - He briefly describes some Norwegian experiments with differing degrees of /participation/ and influence of /employees/ in varying /learning processes/. They include participatory /curriculum planning/, learning to increase /job satisfaction/, study groups for /problem solving/ in /industry/. The provision of the 1975 Government Bill on Adult Education are outlined. The Bill aims to provide /equal education/ and training for democracy to all citizens, irrespective of /social class/ or /educational background/. Along the lines of the lifulong education idea, programmes must be adapted to changing /educational needs/ and should be generally accessible.

(418)
01299 UIE/00052
Daoust, G. Colloque sur l'université dans une société éducative, Mont Orford, 1974. L'éducation permanente et l'Université québécoise: a la recherche de stratégies. Montréal, Les Presses de l'Université de Montréal, 1975. 298 p. 0-8405-0308-3 FREN

The lectures and discussions of this Conference deal with the /college role/ in the implementation of /lifelong education/ in Quebec, /Canada/, in 1974 - In part I /educational needs/ and possible new responses are outlined. Subjects included are: /professional education/; the critical function of universities; /teacher education/; diversification of the role of universities; structures required for /adult education/. Part II demonstrates strategies for change within the university: the new mentality and new aims; revision of length and content of /college programmes/; new ways of reaching the public; new university structures. Part III deals with /economic factors/ in the /educational finance/ of lifelong education: /access to education/ of various vocational and social groups, cost-benefit analysis and how to finance a system of lifelong education.

(419)
00975 UIE/0036
Dauber, H. Lebenslanges Lernen - lebenslaengliche Schule? Analyse und Kritik des OECD-Berichts 'Recurrent Education'. Zeitschrift fuer Paedagogik (Weinheim), v21, n2, 1975. p. 173-192. GERM

An analysis and criticism of the /OECD/ report 'Recurrent education'. While the report defines /lifelong education/ as a strategy for - /individual development/ and self-determination, /equal education/ for /adults/ and /socially disadvantaged/ groups, and better interaction between education and the /work environment/ the authors doubt whether

expansion of /educational programmes/ in the tertiary and quaternary sectors is a way to ensure /self actualization/. In their opinion these new /educational goals/ seem to imply a tendency to prolong schooling into adulthood. Expansive continuing education in this sense conceals structural /unemployment/ and may become an instrument of capitalist /social policies/.

(420)
01898 UIE/00033
Dave, R.H. Concept characteristics of lifelong education. Paideia (Wroclaw), v3, 1973, p. 185-198.
In this article the author outlines the twenty main characteristics of /conceptual schemes/ of /lifelong education/ - The idea of lifelong education is ancient and springs from natural desire and the necessity for /individual development/. Nowadays it is seen as a comprehensive form of /educational organization/ helping to cope with rapid /social change/ due to /technology/ and /environment/ whilst permitting /self actualization/. Concept characteristics cover importance of universal /access to education/, vertical and horizontal integration of /school systems/ and inclusion of all formal patterns and /informal education/, i.e. home environment, schools, the community, /mass media/ and /general education/ and /vocational education/. The main objective is the continuing educability of the individual, his adaptability and innovative energy. A chart shows a theoretical and operational framework for lifelong education.

(421)
01332 UIE/00085
Dave, R.H. Unesco Institute for Education. Foundations of lifelong education. Oxford, Pergamon Press, 1976. 382 p. Studies in lifelong education.
See abstracts 01333 (Dave), 01334 (Suchodolski), 01335 (Kirpal), 01336 (Janne), 01337 (Cropley), 01338 (De'Ath), 01339 (Vinokur), 01340 (Dave).

(422)
01333 UIE/00086
Dave, R.H. Foundations of lifelong education: some methodological aspects. In: Foundations of lifelong education, p. 15-55.
Introductory chapter to the report of a study team set up by /UIEH/, using an /interdisciplinary approach/ to the /fundamental concepts/ of /lifelong education/ - It describes the background and objectives of the study and explains the need for interdisciplinarity of wider range than that usually applied to /educational theories/, including the international dimension. The chapter gives the basic texts on which the study team worked in order to make a /content analysis/ of the aspects and concepts of the separate disciplines, then passing to a synthesis of the foundations for lifelong education.

(423)
01340 UIE/00093
Dave, R.H. Illustrative content analysis and synthesis. In: Foundations of lifelong education, p. 338-382.
Final chapter to the report of a study team set up by /UIEH/ to apply an /interdisciplinary approach/ to the /fundamental concepts/ of /lifelong education/ - It offers a /content analysis/ of the contributions of /philosophy/, /history/, /sociology/, /psychology/, /anthropology/ and /economics/ to lifelong education and then attempts a synthesis through /conceptual schemes/ for the need and scope of education, the practicability of lifelong education and preconditions for its application. A concluding set of /educational goals/ leads to operational suggestions in the form of guidelines.

(424)
00965 UIE/0026 ED 086 563
Dave, R.H. Lifelong education and school curriculum. Hamburg, Unesco Institute for Education, 1973. 90 p. DM 3.50 92-820-1004-X uie monographs 1. ENGL FREN
This monograph describes the interim findings of the first study conducted by the Unesco Institute for Education under its long-range programme on the implications of /lifelong education/ for /primary education/ and /secondary education/ - Twenty characteristics which define or favour learning as a lifelong process, such as /family education/, /community education/, /integrated activities/, /activity learning/, /democratization of education/ and /self actualization/ are presented to clarify the concept of lifelong education. A theoretical approach is then made to assessing the relevance of these characteristics for /educational innovations/ regarding /curriculum development/, /evaluation/, /instructional programmes/ and /teacher education/.

(425)
00946 UIE/0007
Dave, R.H.; Lengrand, P. De l'enseignement à l'apprentissage. International review of education (The Hague), v20, n4, 1974, p. 447-461. FREN
/Traditional education/ and /lifelong education/ differ in many respects - The former is concerned with only some of the elements of human nature, paying relatively little attention to the evolutionary aspects of /personality development/, and has been limited to acquisition of knowledge. The second opens on a new perspective embracing the totality of /educational objectives/ and /educational organization/. It emphasizes the /individual development/ of a person in his entirety, throughout his whole lifespan. Concerning /learning/ strategies that correspond to the dynamic and comprehensive /educational goals/ of lifelong education, the authors state that individuals should go beyond the principle of 'learning to learn' and acquire a far wider /cognitive ability/ which might be called 'educability' - /Bibliography/ p. 462.

(426)
00966 UIE/0027 ED 092 665
Dave, R.H.; Stiemerling, N. Lifelong education and the school: abstracts and bibliography. L'éducation et l'école: extraits et bibliographie. Hamburg, Unesco Institute for Education, 1973. 154 p. DM 3.50 92-820-0005-2 uie monographs 2. ENGL FREN
This /bibliography/ containing over 350 titles and 20 abstracts in English and French is a by-product of an exploratory study on /lifelong education/ and /schools/ conducted by the Unesco Institute for Education in 1972-73 - Most of the publications deal with the meaning and scope of the /fundamental concepts/ of lifelong education, its varied features, the factors and forces that provide a new orientation to an age-old idea and its implications for /educational innovations/ both in /developed countries/ and /developing countries/.

(427)
02451 UIE/00260
Dawson, A.C. Towards the practical implementation of life-long education in rural areas. Paris, IIEP, 1976. 56 p. IIEP occasional papers, 44.
This report deals with the feasibility of implementing /lifelong education/ in /rural areas/ of /Swaziland/ and aims primarily to develop

a rationale for the creation of /community schools/ or /study centres/ to aid /rural development/ - The relevant educational terms (lifelong education, /informal education/, formal education taking place in school systems, /nonformal education/) are explained. The following sections cover: factors and forces promoting learning and /economic development/; concept characteristics of lifelong education in rural areas, including /equal education/, /motivation/; strategies to generate learning (/self directed groups/, /peer teaching/, self-learning); practical implementation strategies for lifelong education regarded as an innovation and planning, development and administration of community learning centres promoting lifelong education.

(428)
01338 UIE/00091
De'Ath, C. Anthropological and ecological foundations of lifelong education. In: Foundations of lifelong education, p. 235-285.
A study on the contributions of /anthropology/ and /ecology/ to the establishment of /educational theories/ for /lifelong education/ in the /interdisciplinary approach/ followed by /UIEH/ - The author traces an anthropological view of schools and education in terms of /adjustment (to environment)/, which points to the need for more integrative approaches to /communication (thought transfer)/. The process of /acculturation/ has to be broadened through a lifelong education that stresses the role of /individual development/ in a global society.

(429)
02082 UIE/00188
Deleon, A. The possibilities of life long education. Indian journal of adult education (New Delhi), v36, n10, Oct 1975, p. 8-10.
The author gives a brief, general survey of the possibilities of /lifelong education/ and the difficulties involved - He holds that the concept of lifelong learning is intrinsic to basic human values having its roots in /humanism/. Lifelong education should start in infancy as development at this stage is decisive. Also /adult learning/ potential has previously been underestimated; the /methodological problems/ of /adult education/ require investigation. In most countries considerable resources are already available: they include programmed instruction, educational technology, community facilities of all kinds. Lifelong education is increasingly necessary in a complex and hostile environment. Education should shape human conditions of life, and provoke /social change/ against inequality. Education should become a /philosophy/ of life, a good in itself, enabling man to control his environment.

(430)
02081 UIE/00187
Deleon, A. The practical implications of lifelong education. Indian journal of adult education (New Delhi), v36, n12, Dec 1975, p. 12-14.
In this article the author discusses the implications of implementing the idea of /lifelong education/ - The points covered include: revision of educational organization; simultaneous existence of school system; 'nonformal education/ and informal education; democratization of /access to education/ at primary level; creation of new educational institutions; freedom of choice; open colleges; utilization of non-educational facilities; problems of curriculum and teaching methods; consequences for educational administration and finance. /Educational strategies/ should be 'global, integrated and long-term'. The tasks involved in /educational planning/ are described. They include:





analysis of problems and /educational needs/; surveys of existing educational facilities; coordination; evaluation methods. Decentralization helps to make education more appropriate to local needs.

(431)
02496 UIE/00265 EJ 101 974
Delker, P.V. Governmental roles in lifelong learning. Journal of research and development in education (Athens, Ga.), v7, n4, 1974. p. 24-33.
This article describes the /government role/ in /USA/ in implementing /lifelong education/ - The author sees lifelong education as the democratization of education which can occur only in the /future/ as it is without historical precedent. /Adult education/ and /adult learning/ are differentiated, the former being an integral and essential part of the latter. The elements of lifelong learning include: 1) effective universal education concentrating on /basic skills/; 2) multiple /learning activities/; 3) multiple /educational opportunities/; and 4) equitable access to these. The roles of various government units are discussed as regulated by the principle of 'minimum feasible participation' by limiting the government role and leaving as much as possible to non-government units.

(432)
02130 UIE/00236
DESAL. Politicas de evaluación en los sistemas de educación radiofónica. Santiago, 1976. 36 p. SPAN
A paper discussing some /educational theories/ concerning the /evaluation/ of /educational radio/ programmes in /Latin America/ - The paper gives an analysis of the main guidelines deduced from the /lifelong education/ approach and describes a theoretical model for the evaluation of radio schools. This model consists of six phases: 1) population studies; 2) assessment of /educational needs/; 3) available resources; 4) intended goals; 5) expected outputs; 6) programme extension. In the implementation of the model, several functions are defined, dealing with administrative and technical processes, and with feedback systems.

(433)
00948 UIE/0009
De Sanctis, F.M. Media et matériels pédagogiques dans le contexte de l'éducation permanente. International review of education (The Hague), v20, n4, 1974, p. 474-485. FREN
In /developed countries/ the /educational provision/ supplied by /mass media/ and /books/ does not necessarily constitute /lifelong education/ opportunities for the individual - but may serve economic purposes of the society and must also be related to the production and consumption system of the audiovisual media. The author agrees with Marx that the style of consumption is not independent of the process of production in a society; rather, the production process creates its own type of consumption. Good /educational objectives/ will only be achieved when /teachers/ and /students/ understand this reality and are aware of the educational processes which they can undergo or initiate. In the context of lifelong education this will be the preliminary step to developing a methodology for /media research/.

(434)
00976 UIE/0037
Desroche, H. Apprentissage en sciences sociales et éducation permanente. Paris, Les éditions ouvrières, 1971. 195 p. FREN
In the setting of /lifelong education/ research work in /social

sciences/ and /vocational/ should be carried on continuously - The author gives a critical account of the framework of research he conducted with probationers over a period of 15 years. He gives a critical account of its initial components: selection of /research projects/, documentation, exploration, drafting and introduction of projects. He then compares research in social sciences to the planning of lifelong education at individual as well as at national level in order to make modern /educational policies/ and /educational legislation/ feasible and useful. A /bibliography/ is annexed as a guide to documents that may serve as an initiation into social studies.

(435)
02484 UIE/00253
Dominicé, P. Adult education, knowledge, and key-qualifications. Strasbourg, Council of Europe, 1976. 19 p.

The idea of key /qualifications/ has the potential to transform /adult education/, especially in the context of lifelong education - Key qualifications are presently understood mainly in terms of specific /units of study (subject fields)/ and formal job /skills/. A /credit system/ seems to be the best way of implementing this approach, as has been shown by practical experience in /Switzerland/. However, key qualifications are better conceptualised in terms of learning skills, values, attitudes, and the capacity for /self actualization/; what may be called 'life qualifications'. Unfortunately, /educational theories/ offer few guidelines for what this would mean in practice, largely because of the inadequacy of present /educational psychology/ of /adults/, and the domination of out of school education by school concepts and issues, and by job qualifications. The adoption of a life qualifications approach would therefore have implications for social policies as well as /educational methods/.

(436)
00977 UIE/0036
Draeger, H. Schulbildung - unter Aspekten der Erwachsenenbildung. Westermanns Paedagogische Beitraege (Braunschweig), v28, n2, 1976, p. 64-72. GERM

This report deals with the development of /adult education/ and its integration into the conventional /school systems/ - Using an historical-dialectical approach the author describes the various factors which prevented the introduction of adult education until the beginning of last century. /Economic programs/, /political factors/ and the expansion of society made a prolongation of education essential. In the middle of the 19th century more intensive efforts were made to provide adults with /educational opportunities/ on a broader level. These courses were intended to compensate for the inadequacy of schools by supplying information about contemporary developments but retained a school structure. In the 20th century adult education became a 'successful' apposition to the school systems and broke away from /traditional education/. Today /lifelong education/ should be a basis for a new methodology and didactics.

(437)
00978 UIE/0039 ED 069 937
Dubin, S.S. Obsolescence or lifelong education: a choice for the professional. American psychologist (Washington), v27, n5, 1972, p. 486-498.

This article is concerned with /lifelong education/ applied to /professional personnel/ and focused on /further training/, the role of /psychologists/ in /educational planning/ and /motivation/ of individuals aged 30-65 - It deals with obsolescence of skills as it affects professional standards, and suggests that the professional associations should both offer /instructional programmes/ and administer /criterion referenced tests/ to update certification. Obsolescence is defined and possible solutions to forestall it are presented. /Educational technology/ should be applied to develop updating certification methods. There is also a need for /adult counselling/ regarding mid-career change and its related goals and problems. The author discusses several possible competence /evaluation methods/. A short /bibliography/ is included.

(438)
02049 UIE/00175
Dubin, S.S. The psychology of lifelong learning: new developments in the professions. International review of applied psychology (Liverpool), v23, n1, 1974, p. 17-31.

This paper deals with the problem of rapid /occupational change/ and obsolescence of knowledge within the /professions/ and measures so far taken to update knowledge - Obsolescence can be defined as the discrepancy between job /needs/ and professional /achievement/, or the loss of applicability of knowledge. Opinions on this subject are stated. There is also a pressing need for /research/ into the following: /motivation/ to remain competent; /adult learning/ processes; measurement of professional competence; self-perceived /educational needs/; educational technology; /adult counselling/; /recurrent education/. Summaries follow of educational measures taken in the following professions and specialist fields: /medicine/; /natural resources/; /teaching/; /psychology/; /laws/; /dentistry/; /OECD/; /management/; /engineering/. Some form of /lifelong education/ will be essential in all.

(439)
02048 UIE/00194
Dubois, M. The defining of objectives and programmes by trainees during training courses for adult educators organised by the Centre for Higher Industrial Studies (CESI). In: Council of Europe. Trends towards self-management of adult education, p. 41-69.

Founded by five large companies in 1958, the Centre for Higher Industrial Studies (CESI) in /France/ has provided /further training/ for adults to prepare them for /occupational change/ and /occupational mobility/. After having contributed to the drafting of the /recurrent education/ bill which was passed in 1971, the CESI started in 1970 to offer experimental courses of thirteen weeks duration for /adult educators/ based on strong /participant involvement/ - It was anticipated that in a rapidly changing world industry needs adult educators. The CESI selects men and women with previous /employment experience/, capable of determining /course objectives/ and programmes themselves and thus virtually conducting their own training. The author explains the /training objectives/ and /teaching procedures/ of the CESI course and discusses the subject of self-managed /on the job training/ in general, including /teacher role/ in such a new system.

(440)
02104 UIE/00210 ED 131 279
Duke, C. Australian perspectives on lifelong education. Hawthorn, Australian Council for Educational Research, 1976. 104 p. 0-85563-145-7 Australian education review, 6.

The author offers an appraisal of trends towards /lifelong education/ in /Australia/ - Giving definitions of concepts like permanent education, lifelong education, /recurrent education/, continuing education and some

of their ideals like /equal education/, /participation/ and 'openness' he indicates some overseas trends in lifelong education describing the activities undertaken by /Unesco/, /UIEH/, and /OECD/. Turning to the Australian educational situation he demonstrates tendencies towards lifelong education by a /literature review/ in this field, e.g. the 'Karmel reports', reports of the TAFE Commission, conference reports and some journal articles. Education in Australia - characterized by federalism - still suffers from vertical and horizontal segmentation. Obstacles to the implementation of lifelong education in Australia are listed, and a number of possible /social change/s are presented which may in the long run favour the transformation of the educational system and its supporting social system towards a learning society.

(441)
01305 UIE/00058
Dumazedier, J. Continuing education and the educational system in France. In: Unesco. The school and continuing education, p. 13-99. ENGL FREN

This report examines the possibility of /lifelong education/ in /France/ and shows the necessity for /educational reform/ to meet the demands of a modern society - The following aspects are analysed: the relationship between academic /qualifications/ and /occupational advancement/ and academic success and future /individual development/; the /educational opportunities/ and /social background/ of students; the problem of failures and repeaters and its possible solution; the modernization of /textbook content/; the need for a new /teacher role/; problems of /costs/. A scientific inquiry into /educational needs/ and the success of /educational innovations/ is required.

# E

(442)
00979 UIE/0040
Eckmann, M. Colloque sur l'éducation permanente organisé par la section "Education des adultes" de la Commission nationale suisse pour l'Unesco à Muttenz, les 4 et 5 juin 1971. L'éducation permanente. Berne, Commission nationale suisse pour l'Unesco, 1972. var. pag. FREN GERM

This report is a synthesis of a symposium on /lifelong education/ held in 1971 in /Switzerland/, organized by the Swiss National Commission for Unesco - It summarizes the educational policies/ of two national institutions regarding /educational reform/ for /adults/, and the /educational policy trends/ towards lifelong education. Then it reports the results of the discussions on these subjects, which stressed the need for /educational reform/ and for /educational innovations/ in the perspective of lifelong education. The recommendations made by working groups include research on /educational needs/, on comprehensive schools as well as on the integration of /mass media/ into the process of lifelong education.

(443)
02469 UIE/00238
Edding, F. Lebenslanges Lernen. In: Jahrbuch fur Wissenschaft, Ausbildung, Schule, WAS '74, p. 44-54. GERM

A guideline for /educational planning/ is that /learning/ is lifelong, independent on /age/, so that a system of /lifelong education/ is needed. This would make existing lifelong learning more effective, and would encourage it in everybody - The results would include increased /self actualisation/, improved /social relations/, greater ability to cope with /occupational change/, and a balance between innovation and conservatism. Lifelong education is feasible, because /adult learning/ is effective, because much learning occurs outside schools, and because merely lengthening the period od schooling is inappropriate. However, out of school education must be suitable for /adults/, compensatory education programmes will be necessary for some, /individual differences/ must be respected, and individual /motivation/ must be fostered, rather than coercion. Ultimately, school and /work experience/ will form a unified educational organization, aided by the mass media.

(444)
02312 UIE/00281
Edding, F. Verwirklichung des lebenslangen Lernens. Picht, G. Leitlinien der Erwachsenenbildung, p. 40-53. GERM

The author examines new /educational aims/ to be achieved to permit survival in a modern society; these consist primarily of fostering personal abilities necessary for /lifelong education/ - Such abilities include: willingness to learn; /logical thinking/; /creative thinking/; decision making; cooperation; perseverence and /persistence/; concentration; /problem solving/; tolerance; /conflict resolution/; /responsibility/; constructive /leisure/; /health/ care. The curriculum of schools, adult education, teacher education, etc. should be adapted to place more emphasis on promotion of /social adjustment/ and a good /interpersonal relationship/, especially as these are the qualities most required by employers and which ensure /job satisfaction/. Such qualities should be given consideration in educational certificates.

(445)
02476 UIE/00245
Edington, A.B. The use of mass media in life-long education in Singapore. London, CEDO, 1973. 51 p. + appendices.

This study describes the use of /mass media/ in /Singapore/ with reference to /lifelong education/ - General information is supplied concerning the country itself and its /educational organization/ touching briefly upon educational policies, various levels of education, and /adult education/. A survey of existing and planned developments of media includes discussions of /radio/, /television/, /films/, /audiovisual aids/, /books/, magazines, /press/ and /programmed materials/. Media /audiences/, both in and out of schools, are dealt with, as is the question of individual access to media. Mass campaigns such as 'Keep Singapore clean' have been used by the /central government/ to precede legislation affecting the public at large. Future use of integrated mass media and a review of /media research/ are further topics.

(446)
01998 INNO/00810
L'education en devenir. Paris, Direct, n10, 1976. 58 p.

This issue analyses current /educational technology/ within the theme 'education for tomorrow' - Major paper examines /instructional television/ system of /Mali/'s /secondary schools/; a shorter report discusses /Niger/'s. Other short articles describe and comment upon current and projected educational uses of /communications satellites/ and various ground-based /telecommunication/ facilities, debating what these imply for coming generations. /Audiovisual aids/ and /audiovisual instruction/ are subjects of further short articles. Briefer reports cover recent developments in such areas as /recurrent education/, /literacy programmes/, /language arts/ and /language instruction/, and /educational innovations/.

(447)
00969 UIE/0030
L'éducation en devenir. Education on the move. Toronto, OISE: Paris, Les Presses de l'Unesco, 1975. 435 p. 92-3-201 216-2 ENGL FREN

An extensive selection of the papers prepared for the International Commission on the Development of Education (the report 'Learning To Be'), this volume has world-wide scope in tracing /educational theories/, current /educational problems/ and /educational development trends/ - The theoretical contributions deal with the need for change in /educational policies/ in the direction of /lifelong education/ and the learning society, so as to enhance /international cooperation/. Practical papers are grouped around alternative /educational strategies/ and the introduction of /educational innovations/, especially in the areas of preprimary and /adult education/ and the application of /educational technology/.

(448)
01355 UIE/00108
Eide, K. The organisation and financing of post-work education. In: Permanent education, p. 113-138.

The author presents/conceptual schemes/ in which post-work education (PWE) in /Norway/ is defined as a sub-group of /lifelong education/ - that caters specifically for people who have left the /school systems/, including housewives. The author discusses the role and scope of PWE as well as who should have access to it and how it should be financed. The ultimate /educational goals/ should be fostering increased individual adaptive abilities, including /motivation/, and increasing the availability of options from which to choose. The author suggests that education authorities create no new /administrative organization/ for PWE, so that it can be better integrated with existing educational institutions. Compulsory education aspects of PWE and some alternatives, such as time limited educational certificates are discussed. The author suggests possibilities for a /financial policy/, including expansion of existing trends in social insurance. He concludes that /educational demand/ for PWE should determine its direction.

(449)
00941 UIE/0002
Eliade, B. L'école ouverte. Témoignages et propositions pour aider à la mise en place j'une éducation permanente et populaire. Paris, Editions du Seuil, 1970. 251 p. FREN GERM

Democratization of education is considered to be one of the most important /educational problems/ in /France/ as elsewhere. This book proposes a constructive /pedagogy/ along with the appropriate /educational methods/ which open schools to the outside world in order to prepare young people for adult life - This is the perspective of the /educational experiments/ described in this book, conducted by the author in one of the French provincial /technical secondary schools/. A framework for /educational innovations/ to be conducted in successive graduated steps is suggested. Three main items constitute the backbone of this framework: broad-mindedness toward the contemporary world, encouragement of children's initiative, and establishment of /family school relationship/. Such a policy is expected to facilitate attaining a better and wider perspective for /lifelong education/. /Bibliography/ p. 241-247.



(450)
02109 UIE/00215
Ellwood, C. Adult learning today: a new role for the universities? London, Saga, 1976. 265 p. 0-8039-0979-8 SAGE studies in social and educational change 4.

This book deals with the present and future /college role/ in /adult education/ in /UK/ - International trends, including /recurrent education/ are reviewed, and present-day developments in England are compared with programmes in operation in the /USA/, /Japan/, /Austria/, /Canada/, /Sweden/ and /Norway/. The structure of British adult education and its providers is examined: historical background; /workers education/ associations; /open colleges/; /mass media/; efforts towards comprehensive adult education, etc. University adult education departments are discussed: organization; /financial support/; selection and training of /adult educators/; /adult education programmes/ in relation to /community/ needs; /university extension/ classes; /diplomas/; external degrees; etc. Efforts are being made towards /further training/ and /retraining/ of already qualified persons and specialized groups. The final chapters look towards possible future developments including the advent of /lifelong education/.

(451)
01910 UIE/00145
Eslao, R.O. The FYDP programme for the training of teachers of non-formal education. In: Asian Centre of Educational Innovation for Development. Exploring new directions in teacher education, p. 31-43.

In 1974 the Education Centre for Young Citizen Producers was established at the Central Luson Teachers College, /Philippines/, in order to implement a /teacher education/ programme in /nonformal education/ in /rural areas/ - The establishment of this Centre was initiated by the Foundation for Youth Development of the Philippines, an organization of /volunteers/ in government, industry and private life. Along the ideas of /lifelong eduation/ these institutions have made a common effort to develop the educational potential of /youth/ and /adults/ through /functional literacy/ to strengthen their /citizen role/ and to overcome /unemployment/. Due to financial restraints, however, the programme seems to meet /community development/ inadequately.

(452)
02127 UIE/00233
Etling, A.W. Characteristics of facilitators: the Ecuador project and beyond. Amherst, Mass., Center for International Education, School of Education, University of Massachusetts, 1975. 283 p.

This book attempts to define the essential characteristics facilitators of /nonformal education/ (NFE) at /community level/, using primarily findings from a project conducted in /rural areas/ of /Eduador/ - As more /developing countries/ turn to nonformal or /lifelong education/ as an alternative to cost /school systems/, more information is needed on the nature of NFE and the /skills/ and /attitudes/ required of those who implement it. Three-part Delphi /questionnaires/ were sent to thirteen experts, who sought to establish a) essential characteristics of facilitators in order of importance and b) /criteria/ for /selection procedures/ and assessment after /training/. Final sections of the book summarize the findings and attempt to draw conclusions from them.

(453)
02826 UIE/00308
Etre parent aujourd'hui. Toulouse, Privat, 1977. FREN
See abstract 02827 (Gelpi).

(454)
01894 UIE/00129
Evans, D.R. Technology in nonformal education: a critical appraisal. Comparative education review (Madison), v20, n3, 1976. p. 305-327.
This paper analyses the role of /educational technology/ in /nonformal education/ for /developing countries/ - /Educational media/ must suit the country and situation; better results are obtained by /community control/ and use of simple devices by local leaders rather than from employment of professionals. This reduces costs and stimulates /participation/. Of the large-scale media, experience so far indicates that /educational television/ has little potential to reach the priority audiences for nonformal education, i.e. disadvantaged groups. /Educational radio/ has proved more successful, especially with /listening groups/ and 'radio schools'. Small-scale media, i.e. films/, /video tape recordings/, cassette recorders and the use of /educational games/ and /simulation/ have produced promising results. Folk media such as puppetry and /story telling/ have interesting perspectives within a form of lifelong education.

# F

(455)
02498 UIE/00267 EJ 101 977
Farmer, J.A. Impact of 'lifelong learning' on the professionalization of adult education. Journal of research and development in education (Athens, Ga.), v7, n4, 1974, p. 57-67.
The author traces the degree to which /adult educators/ in the /USA/ have received /professional recognition/ and the possible influence of lifelong education upon this movement - The paper begins with a description of the process of professionalization of adult education. The author then asserts that current forms of school systems, informal education and nonformal education are not comprehensive enough to fulfill the task of lifelong education. Thus a new approach and a new breed of professionals are needed. Adult educators are in a favourable position to fill this new /teacher role/. They must each decide upon their attitude towards lifelong education and act accordingly.

(456)
01904 UIE/00139
Faulstich, P. Career education: Berufsvorbereitung in den USA - ein Modell? Gesamtschule (Braunschweig), n2, 1977, p. 36-39. GERM
In 1971 /youth unemployment/ was one of the main factors for inititating the /career education/ movement in the /USA/ - which aims at 1) raising the prestige of /vocational education/ as against academic education and 2) preparing for occupations through a lifelong education process from kindergarten to adult age. /Educational objectives/ are learning skills and /self actualization/ by /job satisfaction/. Career education is not an additional subject but an embracing principle integrating /general education/ with vocational education and implies as such reorganization of the curriculum. The author criticizes the /conceptual schemes/ which neglect group conflicts and thus coerce adaptation to places of work.

(457)
02516 UIE/00285
La formation permanente. Paris, CEPI, 1975. 542 p. 2-7256-0186-X Les encyclopédies du savoir moderne. FREN



Divided into eleven chapters written by French authors this encyclopedia aims at informing about various aspects of /recurrent education/ to be considered in /France/ after the recurrent education law of 1971 - Topics dealt with are: 1) the /future/ of recurrent education within the framework of economical, sociocultural and political dimensions; 2) analysis of /educational legislation/; 3) /self actualization/; 4) /social change/; 5) /teacher education/; /learning theories/ and /teaching methods/; 7) /unskilled workers/ and training; 8) /instructional materials/; 9) /labour relations/; 10) /programme evaluation/ and /student evaluation/; and 11) /educational organization/.

(458)
02482 UIE/00251
Fragnière, G. Education without frontiers. A study of the future of education from the European Cultural Foundation's 'Plan Europe 2000'. London, Duckworth, 1976. 207 p. 0-7156-0988-2
This book, a result of the Education Project of the European Cultural Foundation's 'Plan Europe 2000', is a study of the /future/ of the /educational organization/ in /Europe/ - /Technological advancement/ and /social change/ have resulted in a re-examination of /educational aims/ from all angles. This report discusses the failure of modern education, particularly in /urban areas/ to meet present /educational needs/. The bulk of the report focuses on the future with such developments foreseen as the emergence of /lifelong education/ and /recurrent education/ with paid /educational leave/. Radical changes are predicted in the /student teacher relationship/ such as the idea of autonomous learning stressing /independent study/. The report holds several concepts fundamental to the future of education including /equal education/ and the use of /counselling/ as a central aspect of education.

(459)
01888 UIE/00123
Frazier, A. Open schools for children. Washington, D.C., Association for Supervision and Curriculum Development, 1972. 86 p.
This booklet deals with the concept of 'openness' in relation to /educational spaces/, /grouping procedures/ and /curriculum planning/ in the /USA/ - The author discusses the advantages of /classrooms/ to enable /team teaching/. Suggestions are offered for structuring of large open teaching areas. Under the 'open' concept children are grouped in much larger /teaching units/ enabling /heterogeneous grouping/ within the larger unit. Both /cross age teaching/ and /individualized instruction/ are facilitated. The questions of /flexible timetabling/ and /individualized curriculum/ to meet children's interests and sow the seeds of /lifelong education/ are discussed. Sections are also devoted to /teaching assignments/ and /student teacher relationship/.

(460)
01300 UIE/00053
Freiheit zum Lernen. Alternativen zur lebenslänglichen Verschulung. Die Einheit von Leben, Lernen, Arbeiten. Reinbek b. Hamburg, Rowohlt Taschenbuch Verl., 1976. 237 p. 3-499-16959-2 GERM
See abstracts 01301 (Verne), 01302 (Midwinter), 01303 (Dabholkar).

(461)
02112 UIE/00218
Furter, P. The planner and lifelong education. Paris, Unesco: International Institute for Educational Planning, 1977. 68 p.
92-803-1077-1 Fundamentals of educational planning, 25. ENGL FREN
Analyses how the concept of /lifelong education/ as an utopian model

and framework for /educational reform/ can be incorporated into /educational planning/, particularly as concerns qualitative aspects. Attributing recent interest in lifelong education to /changing attitudes/, /political factors/ and recent thinking in anthropology, this book, which focuses mainly on /developed countries/, examines /educational development/ in the light of lifelong self-education - It stresses the need for /educational leave/ and appropriate /incentive systems/. /Recurrent education/ plays an important role in realization of lifelong education by providing alternating periods of work and study. Lifelong education is also a political movement stressing /democratization of education/, /community development/ and /participation/. This implies development of collective /teacher attitudes/, /institutional self management/ and recognition of contributions of noninstructional personnel. The appendices contain /research criteria/ for the study and evaluation of experiments.

(462)
02824 UIE/00306
Furumark, A.-M. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Sweden. Short-cycle technical-vocational courses in Swedish higher education (YTH). Paris, OECD/CERI, 1977. 16 p.

/Recurrent education/ in /Sweden/ has advanced with the reform of /higher education/ which resulted in the initiation of /short courses/ for adults in the areas of /technical education/ and /vocational education/ - In an effort to cater for the demands of /manpower needs/ and individual /educational needs/, /educational experiments/ have been conducted since 1973 known as 'YTH'. These activities were focused on six industries representing a large portion of the labour force who were in particular need of /continuation education/. Aspects of YTH which are discussed include admission requirements, curriculum planning, instructional materials, student financial support, educational leave, information services and facts about the /adult students/ themselves. Results of the first year reveal, among other things, the difficulties of students in switching from the physically oriented work of industry to theoretical instruction and the acquiring of /study skills/.

(463)
02863 UIE/00340
Fussell, D., Quarmby, A. Seminar on the Problems Involved in Setting up New Types of Higher Education Institutions and Programmes in Developing Countries and Regions, Paris, 1976. Study-service: a tool for change in higher education. Paris, Unesco, 1977. 21 p.

Discusses a number of /developing countries/' separate /work experience programmes/ for /college students/ in /community development/ as a required part of /college curriculum/ - The pioneer scheme (not formal-study related) was Iran's (1963). Study-service exists in Ethiopia, Indonesia, Philippines, Nigeria and Nepal; other countries may follow suit. Its rationale consists in linking /higher education/ more closely to development needs, to create favourable environments for intended changes, and to fulfill educated /manpower needs/ in remote /rural areas/. Service experience tends to transform involved students and /college teachers/ into a growing potent force for /curriculum development/ and nation-wide /lifelong education/; with many extra benefits, once initial opposition dispolves. Effective schemes appear to have in common: continuous full-time service for at least 6 months; challenging yet not overwhelming assignments; policies which enable student's /social integration/ into local milieu; service in at least some activities extraneous to /subjects of study/; minimally further



academic year. /Bibliography/ p. 20-21.

(464)
02850 UIE/00327
Future Directions for a Learning Society Project. Advisory Panel on Research Needs in Lifelong Learning During Adulthood, College Board, Coalition of Postsecondary Research Interests. Lifelong learning during adulthood: an agenda for research. New York, N.Y., The College Board, 1978. 43 p.

The growing importance of /adult education/ within /lifelong education/ necessitates the formulation of an agenda for /educational research/ in this area - An overview of current /research/ is examined from three perspectives: learners (/adult students/), providers of education (both institutions and individuals) and society (the /community/ being one aspect). A /research design/ is developed in which various components of /educational opportunities/ are viewed from these three perspectives and thus provide a data basis. A rationale is presented for increased /financial support/ for future research. Major areas for /research projects/ are identified such as analysis of /costs/ and benefits, /selection procedures/ for personnel and criteria to be used in /policy formation/ in connection with lifelong education.

# G

(465)
00980 UIE/0041
Gage, G.G. The nordic example. Saturday review (New York), v2, n26, Sept. 20, 1975, p. 19-21.

The author gives a survey on the long tradition and present state of /adult education/ in /Denmark/, /Sweden/, /Norway/ and /Finland/ which has proved to be a viable alternative to higher education in the classic European tradition and embraces many factors of the /lifelong education/ concept - Comparing various forms of continuing education in /Scandinavia/, e.g. folk high schools and study circles, he is impressed by the fact that between 30 and 50 percent of the adult population of the Scandinavian countries take part in continuing education. Their motives are intellectual curiosity about a particular subject as well as the wish for job-betterment training.

(466)
02487 UIE/00256
Galal, A.F. Recruitment and training: the philosophy of life-long education. Literacy discussion (Teheran), v8, n3, 1977, p. 79-97.

This article concerns /teacher education/ of /literacy teachers/ for participation in /literacy programmes/ which may be regarded as a first step in a programme of lifelong education in /Iraq/ - The increase of /illiteracy. can be stemmed by universalizing /compulsory education/ at the /primary education/ level and organizing /adult education/ to reach /illiterate adults/. The author examines the shortcomings of /literacy/ campaigns, and concludes the fault lies in preparation and training of /national cadres/. Specific suggestions are made as to /recruitment/ and /qualifications/ of personnel as well as objectives and actual programme content. The article stresses the need to link these efforts with existing adult and /nonformal education/ schemes to enable mobility of personnel, as this programme is envisaged as a short-term one. Literacy personnel would then be trained and available as /adult educators/ to move into a lifelong education programme.

(467)
02832 UIE/00312
Gareth, W. Towards lifelong education: a new role for higher education institutions. Paris, Unesco, 1977. 188 p. 92-3-101449-8 The development of higher education.

/College role/ is crucial to the development of /lifelong education/ - Higher education, covering such institutions as /universities/, /colleges/, /technical colleges/, community and /junior colleges/ with their various social and institutional arrangements may be favourable to the growth of the learning society. Thus a partnership between them is suggested. Twenty-four countries are included in a discussion of the realities and possibilities of this partnership with examples of implementation of lifelong education. Diverse aspects explored are /adult learning/ and /teaching methods/, /access to education/, content of /courses/, /economic factors/ and /educational finance/. Principles for future /educational planning/ in lifelong education should be /interinstitutional cooperation/, /educational quality/, and broader access to higher education.

(468)
02820 UIE/00302
Garrett, D. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: New Zealand. Admission of adults to day secondary school classes. Paris, OECD/CERI, 1977. 13 p.

A recent trend in /recurrent education/ in /New Zealand/ has been an increase in the number of /adult students/ attending /secondary schools/ as /day students/ - This changing pattern represents an interesting development as it is not the result of any specific educational policy or other single factors. An amendment to existing /educational legislation/ in 1975 permitted schools to admit adults for purposes of /continuation education/ but in no way required it. A combination of factors helps to explain this phenomenon such as the increased publicity given to /lifelong education/. /Student motivation/ ranges from /employment/ /insecurity/ to the changing image of /secondary education/. Results of /questionnaires/ presented to principals, adult students, teachers and adolescents in the schools involved revealed positive attitudes towards this change.

(469)
01885 UIE/00120
Gass, J.R. Lifelong learning in Europe. In: Vermilye, D.W. Lifelong learners - a new clientele for higher education, p. 22-28.

This article deals with efforts directed at establishing /lifelong education/ or /recurrent education/ in /Western Europe/ - Education should promote /socialization/ of individuals and encourage /social change/. Placing supreme importance on the individual, it should form a major part of life. Present /educational organization/ is too rigid. Some European countries see a solution in recurrent education. Its advantages are greater /democratization of education/ and more heterogeneous grouping in /colleges/. Its main problems are restructuring of /careers/ and major changes in the whole education system. The author outlines models proposed by the U68 Commission in /Sweden/, /educational leave/ in /France/ and general changes in /secondary education/. Continuing education is essential to meet increasing /social mobility/ and /occupational change/.



(470)
02488 UIE/00257
Gelpi, E. Education permanente et troisième âge dans les sociétés industrialisées. Paideia (Wroclaw), v5, 1976, p. 189-192. FREN

/Elderly people/ experience multiple kinds of /social discrimination/, especially in /developed countries/, as a result not of biological but of /economic factors/ and /social factors/. /Lifelong education/ would help them to participate in /social change/ instead of suffering from it, but requires understanding of the /political factors/ involved - What is needed is a policy for the elderly, in which schooling, job training, work and retirement are seen as stages in a single process. Research in the area is presently inadequate. An /interdisciplinary approach/ is needed to study problems of the elderly involving health services, leisure facilities and living standards, as well as the training of personnel who care for them. The elderly have potential as learners and as /teachers/, but isolation from the mainstream of society inhibits fulfilment of both.

(471)
02510 UIE/00279
Gelpi, E. Pour une politique de l'éducation permanente. In: Pineau, G. Education ou aliénation permanente? p. 267-276. FREN

Like all /educational innovations/, /lifelong education/ involves /social factors/ and /political factors/, and is thus partly a political matter - It stresses individual /responsibility/ and /self actualization/, and is thus threatening to some churches, traditionalist families, the artistic establishment, and production systems equating education with increased productivity. It could become an instrument of oppression or of liberation, depending on whether individuals and social groups affected determine its /educational goals/ and means, or whether these are imposed by existing establishments. In /developing countries/ it could promote /colonialism/ and exploitation. Relevant /educational research/ has employed conventional /research methodology/ and sources, and has neglected real /social problems/ as well as the /motivation/ of groups actually creating new practices in real life.

(472)
02508 UIE/00277
Gelpi, E. Quelques réflexions sur l'éducation permanente. Paideia (Wroclaw), v4, 1975, p. 177-187. FREN

/Lifelong education/ requires to bridge the gap between /educational theories/ and /educational practice/. However, /research methodology/ will require special characteristics - It will need an /interdisciplinary approach/, an orientation towards solution of /social problems/, and a practical focus. Important areas to be studied include /social factors/ necessitating lifelong education, educational organization, /teaching methods/ and /learning processes/ required by it, study of the role of out of school education, and refinement of /research design/. Research content should include development of theory, although from a broad perspective including the ideas of scientists, artists, doctors and politicians, and analysis of educational practices exemplifying lifelong education, including development of methods and instruments for assessing them. Finally, there is a need to identify the favourable and unfavourable aspects of existing social factors and agencies.

(473)
02490 UIE/00259
Gelpi, E. Réunion d'experts sur le développement de la presse périodique dans les états arabes, Tunis, 1976. Contribution de la presse périodique a l'éducation permanente. Paris, Unesco, 1976. 5 p. FREN

The /press/ could play an important role in /lifelong education/, but for it to be positive, several requirements must be met - The /educational demand/ for lifelong education arises from /social factors/, /cultural factors/ and /economic factors/. The press could disclose unfavourable /working conditions/ and expose /social discrimination/, as well as giving validity to the popular /culture/, which is often ignored or undervalued. It could also inform the people about educational innovations and help to develop sensitive administrative policies, thus contributing to prevention of subversion of lifelong education by the established order. Finally, /newspapers/ could contribute to out of school education activities, and could help readers develop self-directed learning, self evaluation and the like. These functions would require the acceptance of /responsibility/ by the press, as well as special training in /journalism/.

(474)
02827 UIE/00308
Gelpi, E. Systèmes familiaux et éducation permanente. In: Etre parent aujoud'hui, p. 207-214. FREN

Factors such as /urbanization/, rising /illiteracy/ and the loss of importance of /traditional education/ increase the /family role/ in education particularly in many /developing countries/ - The role of the family, however, is not restricted to /family education/, but also involves the formal system. Parents may, for example raise money, help construct buildings or act as /teacher aides/. The /family school relationship/ may be conflicting or complementary. The family may also provide expanded or restricted /learning activities/. The family's role will be greater when schools accept the legitimacy of its values and of the knowledge and skills of parents, when both school and family value out of school education, and when the family develops tolerance and /self actualization/ among its members.

(475)
02814 UIE/00296
Genenois, F. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Belgium. Modular developments in vocational education. Paris, OECD/CERI, 1977. 10 p.

/Modular training/, as currently provided in /Belgium/, has potential as a tool in /recurrent education/, particularly in the area of /vocational education/ - A modular structure offers several possible alternatives for required training within the same discipline. Tables in this paper illustrate a sample three-year course in /information science/ which includes component training courses for /data processing/ students, for the /retraining/ of graduate applied engineers, for the briefing of secondary school teachers who must use information science, and finally for /inservice teacher education/. Other courses are being planned at the requests of commerce, industry and administration. Advantages of these courses are /flexible timetabling/ and studies geared to /individual needs/ as well as the promotion of adjustment to /occupational change/.

(476)
01906 UIE/00141
Giere, U. Lifelong education: bibliography. Hamburg, Unesco Institute for Education, 1973 - .

A periodically published /bibliography/ on /lifelong education/ listing in alphabetical order new acquisitions (books, documents, articles) in various western languages of the /UIEH/ Documentation Centre - .



(477)
02816 UIE/00298
Giffard, J. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: France. The educational district of Dijon. Paris, OECD/CERI, 1977. 13 p.

Certain /adult education/ activities in the area of /vocational training/ have been organized by the /ministry of education/ district unit in Dijon, /France/ revealing a trend towards an emerging system of /recurrent education/ - Three /courses/ are described which were specifically aimed at improving /employment qualifications/ of /workers/. These /educational innovations/ demonstrate the benefits of a close /school community relationship/ in addition to the efficient use of /educational resources/ as in the case of the /retraining/ of weaving-loom operatives in a local firm by an educational institution. Another group of projects tried to overcome /educational discrimination/ in terms of sex and socioeconomic background such as the problems of /mothers/ attempting to return to work. Difficulties remain in broadening the scope of adult education, in strengthening its flexibility, and in mobilising the existing resources of the school systems.

(478)
02479 UIE/00248 ED 137 699
Giffard, J. Problems of guidance and counselling in adult education. Strasbourg, Council of Europe, 1976. 19 p.

/Lifelong education/ requires appropriate /adult counselling/ - Two approaches exist. The diagnostic approach (/guidance/) is based on identification of aptitudes, and aims primarily at selection for training. It is still dominant in /France/. The educational approach (/counselling/) emphasizes changing /cognitive processes/, /motivation/, and /attitudes/, as they emerge during the ongoing process of training. It requires successive assessments and an /interpersonal relationship/ between learners and /counsellors/, rather than selection, and is based on educational sociology, educational psychology, knowledge of /group dynamics/, and concern with /personality development/ of learners. It also overlaps with teaching. This approach is increasingly being applied to adult education. What is ultimately needed in this area is a series of stages, during which guidance and counselling are integrated, with the aim of promoting effective adult learning to develop autonomy and /self actualization/.

(479)
02123 UIE/00229
Gill, W.B., Luke, A.W. Facilities handbook for career education. Washington, D.C., National Institute of Education, 1976. 230 p.
NIE papers in education and work 2.

This handbook is intended to help /educational administrators/ make effective use of /educational facilities/ in developing and implementing /career education/ programmes in accordance with /lifelong education/ - The book reports on 21 such programmes used in /kindergarten/, /primary grades/ and /secondary grades/ in /USA/; all make imaginative use of /educational spaces/, buildings or /educational equipment/. Chapter I discusses career education concepts and /educational aims/ in relation to use of facilities. Chapter II discusses /programme planning/ issues important in selection or adaptation of facilities. Chapter III describes development of facilities to support programmes. Chapter IV describes specific features of the 21 sample programmes, facilitating identification of readers' needs. Descriptions of /sites/, floor plans, numerous illustrations and photographs are included. The programmes described show how the environment can be used to meet the needs of different districts for career education.

(480)
02507 UIE/00276
Gillette, A.L. Beyond the non-formal fashion: towards educational revolution in Tanzania. Amherst, Mass., Center for International Education, University of Massachusetts, 1977. 321 p.

This book studies the relationship of /school systems/ and /nonformal education/ in /Tanzania. in fostering social, political and /economic development/ through application of the /educational policies/ expressed in the principle of education for self-reliance - After reviewing /traditional education/ and Islamic and Western formal education prior to 1967, it deals with subsequent /educational development/ in terms of /educational goals/, /access to education/, /primary school curriculum/, /secondary school curriculum/, /teacher role/, /instructional materials/ and equipment, /educational finance/ and influence of /bilateral aid/ and /multilateral aid/. Emphasis since 1967 has been on /collectivism/, universality and concentration on community problems. Despite shortcomings and contradictions, a number of achievements can be identified, particularly in /primary education/ and in nonformal education. These include greater variety of methods, /work experience programmes/, activity learning and adoption of a 'light structure' approach. Particularly interesting is the trend towards emergence of a system of formal education with many characteristics derived from nonformal education.

(481)
01923 UIE/00158
Gizard, X. Education permanente et collectivités locales. Education permanente (Montrouge), n33, 1976, p. 5-16. FREN

The author examines how far /community organizations/ can influence the work of /lifelong education/ in /France/ in addition to existing /educational provision/ by the State, /inplant programmes/ and /workers education/ - Education is financed and directed mainly by the State and employers. /Central educational agencies/ control schools directly from Paris without consideration for /economic factors/, /social factors/ and /cultural factors/ which influence students and their /educational needs/. Community organizations are now being formed to ensure greater adaptation of education, especially lifelong education, to students' environment; i.e. /decentralization/ of /educational organization/ is required. To ensure efficient working the State should define the legal status of such organizations and provide training for members.

(482)
02518 UIE/00287
Goldman, I.M. Lifelong learning among Jews. New York, N.Y., KTAV Publ. House, 1975. 364 p. 0-87068-291-1

This book traces the /history/ of /lifelong education/ among /Jews/ from Biblical times to the present - The author maintains that /adult education/ was once central to Jewish tradition, and that it should again become as important as education during childhood. He traces the /religious institution role/ and history of synagogues and of /study/ as a form of worship. Alongside /religious education/, the teaching of Jewish laws and culture played an important part. Other aspects considered include: /community role/ in learning; role of rabbis; the Holy Brotherhood; the 'Herrot' (learning associations); /libraries/ and care of /books/; Jewish learning in the 20th century in various countries including /Israel/. Notes and a /bibliography follow.



(483)
01882 UIE/00117
Grandstaff, M. Nonformal education: some indications for use. Comparative education review (Madison), v20, n3, 1976, p. 294-304.

In this paper the author considers the possible advantages of /nonformal education/ as opposed to /school systems/ in /developing countries/ - The /educational needs/ of the poorer countries are closely related to the urgent need for /economic development/. Formal education takes too long and is frequently ineffective. Nonformal, /lifelong education/ has the following advantages: existing /educational resources/ can be utilized to the full; it is closely linked to activity and thus immediately rewarding; it can raise the level of educational awareness in a society. Where full literacy is impossible, /functional literacy/ may be achieved by nonformal means. Moreover, illiterate adults, the poor and underprivileged, can be reached and taught useful occupations. If not overestimated, nonformal education may prove a valuable alternative.

(484)
01341 UIE/00094
Grassl, L.H. Continuing engineering education around the world: the concept of continuing education at Siemens AG. IEEE transactions on education (New York), vE-19, n3, 1976, p. 86-90.

This article describes /on the job training/ in the field of /electromechanical technology/ within a large company based in /Germany FR/ - The system of /inplant programmes/ has been reorganized to ensure the further prosperity of the firm; there exists a form of /lifelong education/ for /employees/. Classrooms, teachers and instructional materials are shared by departments to ensure rational use. There are also three regional technical training centres and a fourth for /management education/. With regard to /educational technology/ the simpler forms have proved the most effective.

(485)
02851 UIE/00328
Greece. Ministry of National Education and Religion. Directorate of Adult Education. Regulation of adult education in Greece. Guiding lines of adult education regulation of adult education centres. Athens, 1977. 27 p.

Following a decision made in 1976 by /Unesco/, the /Ministry of Education/ in /Greece/ is attempting to broaden provision of /adult education/ within the framework of /lifelong education/ and to establish /continuing education centres/ as outlined in /educational legislation/ - The seven articles of this text presented as guidelines are based upon concepts of Classical Greece, the Christian ideal and the Unesco view of adult education as expressed in Nairobi. The guidelines provide a framework within which the various institutions concerned with adult education may cooperate. The text also contains a definition of adult education, the /educational goals/ and /educational philosophy/ underlying it and the provisions for the administration of the act. An introduction to these guidelines traces the history and significance of adult education in Greece.

(486)
02090 UIE/00196
Greve, J. Adult education within Liverpool community development project. In: Council of Europe. Trends towards self-management of adult education, p. 85-100.

The /adult education programmes/ conducted in Liverpool /UK/ are part of the national /Community Development/ Project which was launched in

1969 and sponsored by several departments of the /central government/ - The project is one of twelve set up in the period 1969-72 and carried out in /depressed areas (economic)/, i.e. /urban areas/ characterized by poverty, /unemployment/, poor health and bad housing. These /action programmes (community)/ aim to improve the /living standards/ and enable individuals and the community to determine their own lives and environment. The study describes efforts to increase /educational opportunities/ and gives examples of activities closely related to /individual needs/ such as leisure activities, literacy classes, vocational training, etc. A provisional evaluation of the project shows a growing interest in education which must be given financial support from government sources.

(487)
02819 UIE/00301
Groot, P. de. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Netherlands. The Mother Movas: the advent of daytime courses with an evening course curriculum. Paris, OECD/CERI, 1977. 6 p.

The amalgamation of various /courses/ with a /secondary school curriculum/ and /evening courses/ for adults has furthered the development of /recurrent education/ in the /Netherlands/ - This situation evolved from the original aim of stimulating /parent participation/ in the secondary school by offering /continuation education/ courses to /mothers/ of school-aged children. This was accomplished by combining them with the existing 'Evening Courses Degree', but actually offering classes during the day. /Enrolment/ proved successful and the appeal extended to non-mothers and men. /Student motivation/ varies but it is clear that /certification/ is a major impetus. Thus standards and subjects tend to conform with ordinary /secondary education/. However, separate certificates can be awarded for different subjects of study in two successive periods. Suggestions for improvements in the future are made.

(488)
02078 UIE/00184
Gross, R., Gross, G. Lifelong learning. In: A nation of learners, p. 97-103.

This article outlines the development of /nonformal education/ and /informal education/ in /USA/ from the 17th century to the present - To the early settlers the land itself and the 'American dream' of /self actualization/ provided sufficient incentive to learn. Education was provided by the /community/; this encouraged /equal education/. The lyceum and Chautauqua movements of the 19th century spread popular culture; libraries, museums, etc. were established. /Schools/ increased rapidly but tended to be distrusted - few young people attended /colleges/. Even today alternative opportunities are provided by industry, television, correspondence courses, etc. The ideal of /lifelong education/ can be achieved by extending /school systems/ or by informal means; in view of American history the latter seems more likely.

(489)
02822 UIE/00304
Guzman, P. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Spain. Definition of policies at national and local level. Paris, OECD/CERI, 1977. 13 p.

Recent /educational legislation/ in /Spain/ has established a pattern of /educational aims/ in close conformity with those of /recurrent education/ - Spanish /educational policies/ are traced from mid-nineteenth century when it became clear that /educational demand/ was exceeding the capacities of the educational organization. /Adult education/ in various forms emerged and /literacy campaigns/ were mounted. One campaign in 1963, described in detail, was aimed at both illiterates and the /culturally disadvantaged/. The watershed of /educational development/ was the 1970 act which embodies many of the concepts of recurrent education, though not organized and labelled as such. These concepts include /equal education/, growth and fostering of /cultural centres/, opportunities for /dropouts/ to enter the system of /continuation education/ and the establishment of /multimedia instruction/ and /vocational training/. /Policy formation/ and actual achievements under this act are explored.

# H

(490)
02108 UIE/00214
Haines, H. Frontiers of education and community: an enterprise and a world view. Canberra, Centre for Continuing Education, Australian National University, 1976. 204 p. 0-909850-13-5

This book deals with /educational philosophy/ in relation to the /community/, and with /educational development trends/ towards /lifelong education/ in /Australia/ and in a world perspective - Part I describes the first seven years of a /university extension/ project in Canberra. It is intended partly to provide information for educationists from the /developing countries/ who wish to involve their universities in /community development/. The aim of the project is to educate a responsible society. Part II gives a fuller definition of the 'responsible society'. It shows the role of education in the management of /community resources/, development of /occupations/, etc. Final sections deal with /educational policies/ and /educational programmes/, also at national level.

(491)
01928 UIE/00163
Hamacher, P. The North Rhine-Westphalian further education law of 31st July 1974 and the North Rhine-Westphalian planning procedure for a unit/credit system. In: Council of Europe Developments in adult education structures, p. 1-19.

The author gives a general review of /educational legislation/ relating to /adult education/ and /lifelong education/ in /Germany FR/ since 1969 - including the Labour Promotion Law and the Federal Law on /grants/ for students. He stresses the differing powers of the Federal Government and the Länder. The North Rhine-Westphalian /recurrent education/ law is then analysed in detail: background, structural provisions including independent curriculum development of the Volkshochschulen mainly in the field of /general education/ for adults, and cooperation with school systems. Specific tasks of the Land, including /educational finance/ are dealt with. Details of a planned unit /credit system/ in adult education are given.

(492)
02115 UIE/00221
Hameline, D. Basic education. In: Council of Europe. Work of consolidation of the evaluation of pilot experiments in the permanent education field, p. 7-32.

This paper deals with basic /general education/ in the context of

efforts towards /lifelong education/ - As disillusionment over present school systems increases, the need for integrated education is recognised. The paper summarizes findings from /case studies/ in /Germany FR/ (/orientation courses/ for /secondary education/) and in /Ireland/ (/comprehensive secondary schools/). Problems in Ireland include /examinations/, conservatism of parents and teachers and disadvantages to /gifted students/. Basic education should encourage acquisition of /skills/ which must be meaningful in the short, middle and long term and transferable to other situations. /Cultural factors/ should not be neglected. /Educational interest/ in /adults/ depends on positive school experience. /Social integration/ and overcoming of /socioeconomic background/ and sense of /failure/ are essential.

(493)
01317 UIE/00070 ED 138 524
Hansen, B. Recurrent education: policy and development in OECD member countries. Denmark. Paris, OECD, CERI, 1976. 33 p. 92-64-11536-6 ENGL FREN

This book outlines the main features of /educational organisation/ in /Denmark/ from /primary schools/ to /adult education/, showing how recent expansion of /upper secondary education/ and /higher education/ has failed to meet expectations and has even created new problems - The book covers recent general reforms and reform proposals in /youth/ /education/, especially where they are geared to the principle of /recurrent education/ or /lifelong education/. Reference is made to existing (though minor) elements of a recurrent educational system and how they might develop. The final chapters deal with the problem of /educational finance/ and /financial policy/ and outline key elements of a new strategy of recurrent education in Denmark.

(494)
02506 UIE/00275
Harrington, F.H. The future of adult education. San Francisco, Jossey-Bass, 1977. 238 p. 0-87589-301-5 The Jossey-Bass series in higher education.

This book reviews the role of /adult education/ in /higher education/ in /USA/, demonstrating its importance in a society where /lifelong education/ has become a necessity - The following aspects are covered in 4 parts. Part I: increasing /enrolment/ of adults and resistance from many colleges; historical background of adult education. Part II: problem of credits (full time /credit courses/, /noncredit courses/, /evening colleges/, /summer schools/, etc.). /Correspondence courses/, external degrees and the British 'Open University' are discussed. Part III: /inservice education/, recreation courses, /rural extension/, /urban extension/ and general programmes. Part IV: obligations to /disadvantaged groups/, the place of adult education within higher education, /financial needs/, recommendations for the /future/. A /bibliography/ is included.

(495)
00953 UIE/0014
Hartung, H. Pour une éducation permanente. Paris, Fayard, 1966. 231 p. Science of techniques humaines. FREN

/Lifelong education/ seems to have become one of the major issues in the world, especially in /developed countries/, because it is essential for an /economic development/ with international dimensions - This book offers explicit suggestions for introducing lifelong education in all life sectors. It underlined particular aspects of its organization: integration in all /educational policies/, /policy formation/ and the /educational quality/ of /guidance personnel/. This concept covering the entire lifespan must be operational for improving human environment and life conditions. The implementation of policies in the perspective of lifelong education has already proved effective in /social adjustment/ in /USA/, /USSR/, /Belgium/ and /France/. /Bibliography/ p. 201-232.

(496)
02102 UIE/00208
Hartung, H. Le temps de la rupture. Neuchâtel, Editions de la Baconnière, 1975. 247 p. FREN

The author bases his views on /lifelong education/ on his experiences in the French-speaking part of /Switzerland/ - Lifelong education puts an end to the paradoxical break between school and life and, by adapting education to the special /needs/ of /self actualization/ for /adults/, reveals the shortcomings in the education of youth and improvements necessary in /teacher education/, /Teachers/ should be 'motivators' as well as qualified instructors. Lifelong education is best realized through /institutional self management/ and /self instructional methods/. However, this is still opposed by the public and by /educational administrators/. This opposition is based on fear of adoption of innovations, of exchanging the status quo for disorder or even chaos, and on lack of confidence in human beings.

(497)
02865 INNO/01068
Hawes, H.W.R. An African primary curriculum survey. Country profile: Sierra Leone. London, Department of Education in Developing Countries, University of London Institute of Education, 1976. 52 p.

Initial report on /curriculum development/ of /primary school curriculum/ in /Sierra Leone/ - in which educational tradition has been the main influence rather than policies. Language usage in examinations for secondary education, the divergence between /syllabuses/ and actual curriculum pose problems. New approaches involve an expansion of the Institute of Education, set up in 1968 to coordinate all teacher education, to include curriculum development and research based on decentralization of activities to local /teachers colleges/. An education review started in 1973, advocates 6-year /primary schools/ with a close /school community relationship/ to integrate formal and nonformal education and a reformed curriculum to reflect the new system. Competences required as a result of primary education are defined. A 1976 National Curriculum Conference recommended /integrated curriculum/ as against existing /units of study (subject fields)/ but identified trained teachers as essential to an effective changeover. /Teacher education/ policy then outlined at a national conference. Ideas that can be generalized: taking an overall view of the educational structure, surveying the existing situation, the concept of primary education as the foundation for /lifelong education/, /teacher participation/ in curriculum development, importance of /primary school science/ and /social studies/. Appendices include excerpts from the new curriculum in science.

(498)
01916 UIE/00151 ED 117 321
Hawes, H.W.R. Lifelong education, schools and curricula in developing countries. Hamburg, Unesco Institute for Education, 1975. 146 p. 92-820-1007-4 UIE monographs, no. 4 ENGL FREN

Report of an international seminar on /lifelong education/, /educational development/ and /curriculum development/ in /developing countries/ organized by the /UIEH/ in cooperation with the German Foundation for

International Development and /Unesco/ in Hamburg December 1974 - Major topics discussed: 1) the meaning of lifelong education and its implications for /educational practice/; 2) curriculum development along the lines of the lifelong education concept mainly, though not explicity, for /school systems/, i.e. formal education and 3) the strategies to introduce lifelong education into the /educational organization/. Consequences for /teacher role/ and /teacher education/ are taken into account.

(499)
00981 UIE/0042
Hechinger, F.M. Education's 'new majority'. Saturday review (New York), v2, n26, 20 Sept 1975, p. 14-6, 18.

As a teacher of the Adult Collegiate Experience programme at the City University of New York the author gives his views on /lifelong education/ with special reference to the role of the /universities/ in /USA/ - All over the world there is a growing /educational demand/ not only from certain professions, such as law and medicine, which obviously require /recurrent education/, but also from /adults/ of all /age groups/, irrespective of social class, and for a variety of reasons. Unless the universities make the adjustments necessary to provide for these unconventional kinds of demand they may well be bypassed in favour of other, more flexible educational agencies.

(500)
02848 UIE/00325 ED 122 146
Heffernan, J.M. A synthesis of the Clearwater Conference for directors of state studies of adult education. Washington, D.C., The George Washington University, Institute for Educational Leadership, 1976. 10 p., annexes.

State studies in /adult education/ become more important as /national planning/ in terms of /lifelong education/ takes shape in the /USA/ - This /conference report/ results from a meeting of directors of 'State Studies in Adult Education'. Concerned largely with the /learning needs/ of /adults/ at /higher education/ level and the development of /educational policies/ for adult education, the conference discussions ranged from topics such as the need for studies in adult education to the actual /political factors/ involved in the implementation of lifelong education. Requisites for future state studies were determined emphasizing the need for greater differentiation in terminology and considerations of public policy. Action underway at the conference included the working of some participants on suggestions for the 'Mondale Bill on Lifetime Learning'.

(501)
02071 UIE/177
Heffernan, J.M., Macy, F.U., Vickers, D.F. Educational brokering: a new service for adult learners. Syracuse, N.Y., National Center for Educational Brokering, 1976. 82 p.

Educational brokering in the /USA/ aims at linking /educational needs/ of /adult students/ to existing /educational opportunities/, often for the purpose of /occupational advancement/ - Services offered include /career planning/ through /career counselling/ by determining the clients' vocational aptitudes, cognitive ability and similar properties and help in overcoming /psychological characteristics/ such as achievement /anxiety/, suspicion and fear of making decisions. Matters of special concern are: ways of reaching potential clients, /counselling objectives/, /counsellor functions/, /counsellor training/, establishment of criteria for /programme evaluation/, /interinstitutional cooperation/ and securing /financial support/. At present most brokering agencies are financed by fees, contracts with other agencies or private support.

(502)
02495 UIE/00264 EJ 101 975
Hiemstra, R. Community adult education in lifelong learning. Journal of research and development in education (Athens, Ga.), v7, n4, 1974, p. 34-43.

This paper advocates the use of /community resources/ in /adult education/ and the importance of the /community role/ in /lifelong education/ - The increasing amount of adult education taking place in /USA/ communities is geared towards school systems which in many instances restrain rather than aid it. The concept of the 'educative community' is defined as the belief that most people, organizations and agencies within the community have the potential for being a part of the educative process. Thus the educative community is a resource for lifelong education which should be tapped in the future. Also greater utilization of school buildings should lead to the creation of /community schools/. Several successful community /adult education programmes/ are described. The author finally stresses the concept of 'learning how to learn' and the importance of the integration of the educative process with life's activities.

(503)
02833 UIE/00313
Hiemstra, R. The educative community: linking the community, school, and family. Lincoln, Neb., Professional Educators Publications, 1972. 116 p. 0-88224-006-4 The professional education series.

The /family (sociological unit)/, the /community/ and /schools/ must work interdependently to provide effective /school community programmes/ involving all /age groups/ - /Community education/ in the /USA/ is an essential first step in understanding the /school community relationship/ and in activating the 'educative community'. /Community schools/ are an important part of this education process and in the implementation of /lifelong education/. The /family role/ is also stressed, specifically the changing /family structure/, the importance of /family education/ and the /family school relationship/. /School community cooperation/ is necessary, particularly in large /urban areas/ where /programme coordination/ could be carried out through any of various /community agencies (public)/. The educative community is finally discussed in terms of /educational resources/, /educational finance/ and the /college role/ in the development of the community as a 'learning laboratory'.

(504)
02107 UIE/00213
Hiemstra, R. Lifelong learning. Lincoln, Neb., Professional Educators Publications, 1976. 114 p. 088224-029-3 The professional education series.

Rapid economic and /social change/, obsolescence of certain jobs and changing life styles have led to increased interest in /lifelong education/, particularly /nonformal education/ in the /USA/ - With this in mind, the author examines the societal role of /adult education/ and continuing education/ characteristics of /adult students/, present and potential, including /disadvantaged groups/ and /elderly people/; /adult education/ programmes/; types of /adult educators/ and their training; /community role/ in adult education; /educational theories/ and trends. Sections are followed by study suggestions and projects; also a /bibliography/.

(505)
01329 UIE/00082
Holt, J. Instead of education: ways to help people do things better. New York, Dutton, 1976. 250 p. 0-525-13437-9
This book challenges the popular view of /educational provision/ (here in /USA/) as something passively received, divorced from active life and conducted under pressure of bribe or threat. Holt advocates a type of /nonformal education/ based on /independent study/, /discovery learning/ self directed thinking and doing, related to /lifelong education/ - The desire of /children/ to explore and discover, their resourcefulness and confidence, should be maintained, not suppressed as in present day authoritarian /school systems/. All /educational reform/ has so far failed. More creative use should be made of existing facilities and /human resources/; /skilled workers/ should pass on their knowledge to those wanting to learn, thus promoting /community/ spirit and reducing /costs/. The appendixes contain illustrative material and a /bibliography/.

(506)
02493 UIE/00262
Houghton, V. Recurrent education - an alternative future? Milton Keynes, The Open University Press, 1974. 27 p. 0-335-03230-3 The Open University educational studies: a second level course. E 221 Decision-making in British education systems.
This publication forms the final unit of an 'Open University' course on /decision making/ in educational organization in /UK/ and deals specifically with the concept of /recurrent education/ - The individual sections are: 1) Structure of the unit. 2) Continuance of the current decision-making process. 3) Explanation of 'recurrent education' and related concepts including lifelong education; reactions to these concepts in /Sweden/, /Australia/, /Canada/; /educational aims/, /access to education/, relevance of curriculum. 4) /Case studies/ from /France/ and /Germany FR/. 5) Role of /educational planning/ in recurrent education.

(507)
00964 UIE/0025
Houghton, V.; Richardson, K. Recurrent education. London, Ward Lock Educational in conjunction with the Association for Recurrent Education, 1974. 137 p. 0 7062 3380 8
This book, being a plea for /lifelong education/, contains eleven lectures aiming to explain its nature and implications - It deals in particular with the following subjects: 1) the concept of /recurrent education/ as against the view of education as a terminal /apprenticeship/ for working life; 2) the mythology of /educational institutions/ in a changing society; 3) recurrent education as continuous /community education/ through human cooperative labour; 4) the biology of /learning/ for living, providing a critique of the role of biological ideas in /educational theories/; 5) the power of knowledge in /economic development/; 6) /economic factors/ and recurrent education; 7) the role of the /mass media/ in /educational development/; 8) /verbal communication/ and /learning activities/; 9) /educational policies/ leading to /independent study/ and personal autonomy; 10) international perspectives, and 11) reflexions on recurrent education in /UK/.

(508)
00945 UIE/0006 EJ 115 257
Houle, C.O. The changing goals of education in the perspective of lifelong learning. International review of education (The Hague), v20, n4, 1974, p. 430-446.
This report analyses the /educational interests/ of different /age groups/ from /early childhood/ to senescence - It gives an historical outline of life-cycle theories and pays special attention to the genetic approach. The /interaction process/ and other factors which hinder or favour learning are examined in ten stages of life, with a focus on /adult education/ created by stimulus schooling during earlier school years, /educational opportunities/, change in life-patterns, and special life situations evoking /educational needs/. In conclusion, it is stated that /motivation/ for /lifelong education/ varies according to the changing nature of each individual.

(509)
00982 UIE/0043
Houle, O. The design of education. San Francisco, Jossey-Bass, 1972. 323 p. 0-87589-125-X The Jossey-Bass series in higher education.
This book outlines a new policy for /adult education/ which would fit in the framework of /lifelong education/ - It first identifies several categories of /adult learning/ provision, namely /independent study/, tutorial training, learning group, teacher-directed /group instruction/, collaborative /group training/, design of new /educational activities/ in established formats, creation of /educational institutions/ and /mass instruction/. It suggests step-by-step procedures applicable to these categories. This proposed system is compared with other approaches to /adult learning/, such as the two systems developed by Lewin's followers: /sensitivity training/ and change theory.

(510)
02073 UIE/00179 ED 105 177
Huberman, A.M. Some models of adult learning and adult change. Strasbourg, Council of Europe, 1974. 76 p. Studies on permanent education, no. 22. ENGL FREN
This book outlines the specific /psychological characteristics/ and /developmental psychology/ of /adults/ and discusses their implications for /lifelong education/ - Adults pass through five 'age cycles' characterized by /changing attitudes/ and varying general interests and concerns, i.e. /career choice/; marriage and child rearing; income, /social status/ and /recreational activities/; adjustment to /retirement/; approach of death. More specific psychological patterns are then considered - /anxiety/ and /fear/; changing /interpersonal relationship/; changes in cognitive ability, etc. There follows a survey of the /economic factors/ influencing /adult education/; also reasons for /participation/ in /adult learning/, (traditional /teaching methods/, use of educational technology, etc.). Final sections deal with /environmental influences/ which accelerate human change. Contributions by D. McClelland and P. Freire are included.

(511)
02515 UIE/00284 ED 150 065
Hummel, C. Education today for the world of tomorrow. Paris, Unesco, 1977. 200 p. 92-3-101460-9 IBE studies and surveys in comparative education. FREN ENGL
A study prepared for the International Bureau of Education.
The effects of /social change/ on /educational goals/ necessitate extensive /educational reform/. The required reforms are discussed with emphasis on /lifelong education/, /democratization of education/ and strengthening of the /school community relationship/, especially in /developing countries/ - Lifelong education is an outlook stressing

special learning processes, motivation, and attitudes, and requiring appropriate /teaching methods/, /curriculum/, /evaluation methods/ and /educational organization/. Democratization requires establishment of universal /preprimary education/, longer periods of /compulsory education/, /comprehensive secondary schools/, and provision of appropriate /special education/ for exceptional groups. An education system responsive to society's needs would emphasize /basic education/, education for /community development/, /work education/ and /rural education/, along with extensive development of /nonformal education/. Many instances of appropriate programmes are briefly described, and prospects for the future are reviewed.

(512)
02864 UIE/00341
Husén, T. The learning society. London, Methuen, 1974. 268 p. 415-79490-4

Essays covering many facets of education are included in this book, based largely upon the author's experience in /Sweden/ and grounded on a firm belief in the need for /educational reform/ and /lifelong education/ - The first section of the book contains essays dealing with the /school role/ in society, concentrating on such topics as /achievement/ standards and /intelligence/. The author calls for /international cooperation/ in the next section, believing that the solution of /educational problems/ has been too long left to /educational personnel/ alone. The central problem of reform is seen to be the need to change from an elitist system to /equal education/. /Educational research/ and /educational innovations/ are covered with chapters devoted to /teacher education/ and /educational experiments/. The /future/ is the final topic in which the problem of /educational technology/ as a complete replacement of the /teacher role/ is dealt with.

(513)
01890 UIE/00125
Hutchins, R.M. The learning society. Harmondsworth, Penguin Books, 1970. 141 p. 14-021-188-8

In this book the author examines the /school role/ and /college role/ in the light of /social change/ and other issues emerging at the end of the 20th century, and looks ahead to a system of /lifelong education/ with the 'learning society' as its goal - Education is defined as the 'deliberate, organized attempt to help people to become intelligent'. /School systems/ and /educational organization/ should be directed towards this end. The author discusses the following aspects: /access to education/; role of the /educational environment/; education for national power and /economic progress/ (influence of /political factors/); education in an emerging world community; /educational technology/; importance of a liberal education; role of colleges; education in a workless society in which /leisure/ dominates.

(514)
01318 UIE/00071
Hyman, H.H., Wright, C.R., Reed, J.S. The enduring effects of education. Chicago, University of Chicago Press, 1975. 313 p. 0-226-36549-2

The authors hold that the motivation for /lifelong education/ is directly related to the number of years spent in school. /School systems/ of the /USA/ are considered to prepare for a lifetime of /adult learning/ to an observable degree - Particularly, /secondary schools/ and /colleges/ have an enduring effect on intellectual curiosity and ability for /independent study/. These statements are based on a long-term, wide-scale research. Some three hundred measures of /knowledge level/ and /information seeking/ in the field of public affairs, cognitive achievement and popular culture are analysed at four life stages of /adults/ between the ages of twenty-five and seventy-two. Besides /educational background/, influences of sex, religion, /social class/, origin and current social position are taken into account.

I

(515)
01324 UIE/00077
Iceland. Trends and issues in recurrent education. Country report. In: Country reports and statements from Iceland, Malta, the Netherlands, Sweden and the United Kingdom, p. 1-10.

This /conference report/ on /lifelong education/ in /Iceland/ is one of the country reports presented at the ninth session of the Standing Conference of European Ministers of Education in 1973 - The Minister of Education has drafted /educational legislation/ (appended) making /adult education/ the second component of the national education system, enjoying equal rights with the other component, school level education, including /financial support/. Adult education would have three forms: 1) /conventional instruction/; 2) /vocational training/; 3) /nonformal education/. /National interagency coordination/ is provided for. The report also notes current programmes, including /evening schools/, a programme for /handicapped students/ and /inplant programmes/ on behalf of labour and management.

(516)
00968 UIE/0029
Illich, I. Deschooling society. New York, Harper & Row, 1971. 116 p. 06-012139-4 World Perspectives 44.

A series of essays focusing on the tendency in modern societies toward creation and maintenance of /institutions/ to solve all /social problems/ - /personal growth/ and education are now considered the province of /teachers/ and /educational planning/, although Illich believes most /learning/ takes place outside the systemized programme. Therefore, he suggests that /educational organization/ should facilitate /out of school education/ for all /age groups/ by de-emphasizing /school systems/ as the place and time for learning. In this regard, Illich opposes the concept of /childhood/ as the educational period. Illich evaluated different forms of /administrative organization/, concluding that schools and most other educational institutions create dissatisfaction and unrealistic demands.

(517)
02830 UIE/00311
Illich, I., Verne, F. Imprisoned in the global classroom. London, Writers and Readers Pub. Cooperative, 1976. 63 p. 45 p. 0-904613-30-3

See abstract 02831 (Illich).

(518)
02831 UIE/00311
Illich, I., Verne, F. Imprisoned in the global classroom. Their: Imprisoned in the global classroom, p. 9-21.

/Educational reform/ as embodied in the institutionalization of /lifelong education/ is attacked as being full of obstacles which will

prevent rather than aid the realization of 'deschooling', /individual development/ and /self actualization/ - The author states that /educational policy trends/ and their underlying /educational philosophy/ strengthen the concept of education as mandatory and never-ending and hence alienate the individual. /Financial support/ obtained from compulsory contributions by /workers/ as in /France/ leads to a /vocational training/ which only serves to dominate them. A new breed of professional personnel will emerge as instructors from among the unemployed intellectuals, widening the gap between them and the /disadvantaged groups/ they teach. /Adult education/ will extend the state of childhood into adulthood. The author foresees these among the many ills in a system designed to justify the 'educational mega-machine of the year 2000'. He proposes suggestions for revealing and defeating this system and his own theory of deschooling.

(519)
02840 UIE/00317
Inter-American Development Bank. Latin American Meeting on New Forms of Post-Secondary Education and Seminar on Open Learning Systems, Caracas, 1975. Bibliography on new forms of post-secondary education. Washington, 1977. 282 p.

This annotated /bibliography/ concentrates on /educational innovations/ such as /open learning systems/ within the experience of /developed countries/ - Emphasizing writings and publications between 1970-1976, the topics which are listed in Part I alphabetically by authors range from innovations in /industry/ to /technological advancement/ in /communications/ and apply to /adult education/, /nonformal education/, /lifelong education/ and /higher education/ among others. Taken from numerous sources, the 658 entries are cross-referenced in Part II. An addendum supplements the list, concentrating on experiences in /Latin America/.

J

(520)
02838 UIE/00315
Jackson, R. Recurrent and adult education: expectations and realities. In: Comparative Education Society in Europe, 6th general meeting, Frascati, 1973. Recurrent education, p. 112-122.

The obvious need for /educational reform/ has resulted in the growing implementation of the concepts of /lifelong education/, /recurrent education/ and the expanding field of /adult education/ on a world-wide basis - The author analyses international aspirations in the areas of recurrent and adult education by means of /enrolment trends/. These figures reveal growth at all /levels of education/, with greatest growth at the tertiary level among the /developed countries/. /Developing countries/ manifest this expansion in a proliferation of /literacy programmes/. In comparing /educational interest/ of /secondary school students/ in /UK/ and /adult students/ in /USA/ the author finds that /vocational interests/ are greater among both adults and adolescents, while the governments seem more concerned with socio-cultural benefits. Hence, programmes aimed at fostering the growth of recurrent education must consider the needs of the mass of the population.



(521)
01336 UIE/00089
Janne, H. Theoretical foundations of lifelong education: a sociological perspective. In: Foundations of lifelong education, p. 129-185.

A study on the contribution of /sociology/ to the foundations of /lifelong education/ in the /interdisciplinary approach/ used by /UIEH/ - Part I refers to theories of /interpersonal relationship/, of social groups and of /personality/; also the mechanisms for maintenance of /social relations/. Some 'specialized sociologies' - /mass media/ and /communication/, /urbanization/ - have a bearing on lifelong education. The systems approach (functionalism - Marxism) and the use of /models/ are described. Part II offers sociological bases for /educational theories/ that take account of /social change/ in industrialized and developing societies. It shows the limits of existing /educational organization/, changing requirements with regard to /skill development/, changes in the educational level of the population, and how lifelong education can improve the human condition.

(522)
01903 UIE/00138
Janney, H.L. Western Electric's Corporate Education Center. IEEE transactions on education (New York), vE-19, n3, 1976. p. 117-121.

This article describes the /inplant programmes/ of the Corporate Education Center of Western Electric, a leading /USA/ company in the field of /electronics/ - The Center provides both technical-/professional education/ and /management education/ under one roof. The technical-professional /curriculum/ is constantly adapted to new knowledge and /teaching methods/ and aims to provide /inservice education/ for /employees/, fitting them for future tasks. Major technical subjects taught are manufacturing and /telecommunication/ /engineering/, and /information science/, and /information systems/. /Teacher selection/ is carried out within the company, the local universities and specialized /consultants/. Facilities are modern, and up to 300 /resident students/ can be accommodated.

(523)
01331 UIE/00084
Japan. Ministry of Education. Research and Statistics Division. A survey of the demands for life-long education: interim report. Tokyo, 1972. 48 p.

The survey aims to discover what people in /Japan/ understand by the term /lifelong education/, what they want to learn and how they wish to learn. It provides basic data for /future/ /educational policies/ - Approximately 24,000 people aged over 15 (in 1971) who were not at high school or college were questioned on their /educational needs/ in respect to /occupational advancement/, /citizen participation/, /family life education/ and /individual development/. Why did they want to learn, how were they learning at present, what were their opinions concerning lifelong education? The exact questions and results expressed in percentages are set out in the form of tables.

(524)
02829 UIE/00310
Jorgensen, M. Un lycée aux lycéens: le lycée expérimental d'Oslo. Paris, Les éditions du Cerf, 1975. 238 p. FREN

The experimental high school in /Norway/ seeks /democratization of education/ by implementing in /secondary schools/ a system of 'direct' democracy aimed at fostering pupils' /individual development/ - The

school's main contribution is to novel /educational practice/ and /school organization/, rather than theory. /Educational innovations/ include voluntary /attendance/ at classes, no compulsory /grading/, and emphasis on /elective courses/. The main feature, however, is /institutional self management/ through a general assembly and a process of group /decision making/. /Academic standards/ are as high as those of conventional schools, although the main /educational aims/ involve development of 'free' human beings capable of shaping the forces controlling social life. Unlike some /experimental schools/, this school attempts to offer concrete and realistic alternatives, rather than becoming utopian.

# K

(525)
02083 UIE/00189
Kajita, E. Development of self growth attitudes and habits in school children. Research bulletin of the National Institute for Educational Research (Tokyo), n14, Feb 1976, p. 27-43.

This article contains the findings of /surveys/ aimed at estimating to what extent a basis for /lifelong education/ in particular the desire for /individual development/ and educational self-improvement is present in schools in /Japan/ - This study was conducted as part of a joint research project with the /UIEH/. /Questionnaires/ on /student attitudes/ of /primary school students/ and /secondary school students/ were designed in order to investigate aspects of /self concept/, /achievement need/ and /educational interest/ as well as /study habits/ including /homework/, /reading/, /television viewing/, etc. Significant findings were that /student motivation/ tended to decrease as the level of schooling increased, particularly with students who did not wish to attend colleges. Certain changes seem necessary regarding the human aspects of education in some schools.

(526)
02118 UIE/00224 EJ 127 258
Kallen, D.B.P. The economic and financial implications of recurrent education - a critical comment. Studies in adult education (London), v7, n2, 1975, p. 101-116.

This article deals with /educational economics/ in the subject's wider socioeconomic and political context, discussing particularly the economic implications of /recurrent education/ and /lifelong education/ - Most countries consider education essential for /economic development/ but older school systems are becoming inadequate. Now the economic future is uncertain, integrated /educational planning/ and new /educational policies/ are required. /Citizen participation/ in /decision making/ and greater emphasis on quality of life indicate changing social /values/. Periods of /unemployment/ and increased /leisure/ could be used for educational purposes. /Educational leave/ and the cost of /financial support/ are considered. Legal /access to education/ and priority systems to aid /disadvantaged groups/ are essential. /Work experience/ before /career choice/ would reduce later frustation and /educational wastage/.

(527)
02504 UIE/00273
Kanagasabai, S., et al. Lifelong education. Conceptions and perceptions among teacher trainees and trainers in 3 Southeast Asian cities: Jakarta, Kuala Lumpur & Manila. Kuala Lumpur, University of Malaya, 1976. 116 p.

This study deals with the understanding of the term /lifelong education/ and its implications for school /curriculum/ among /student teachers/ and /teacher educators/ in /South East Asia/ - It examines knowledge of concept characteristics; /student attitudes/ and /teacher attitudes/ to lifelong education; perception of is /educational objectives/ and the extent to which these have been achieved; factors fostering or hindering these objectives; evaluation of school system in the perspective of lifelong education. The survey was conducted by means of structured /questionnaires/ which also covered respondents' /social background/. The sample was taken from all levels of /teacher education/ - for /primary grades/, /secondary grades/ and /universities/. The findings are analysed in detail and recommendations given.

(528)
02111 UIE/00217
Kauffman, D.L. Teaching the future. A guide to future-oriented education. Palm Springs, Cal., ETC Publications, 1976. 298 p.
0-88260-024-8

Written for teachers in the /USA/ this book outlines the /educational goals/ of a /future/-oriented /curriculum/, suggesting /teaching methods/ and /instructional materials/ for developing understanding of /world problems/ arising from /social change/ - It identifies the problems /students undergo as a result of change, shows that a future-oriented education will improve /social planning/ and will validate the process of education itself, and indicates benefits of such a curriculum to /teachers/. The goals of a future-oriented curriculum include developing general skills such as /communication skills/ and /critical thinking/. Its methods include linking /class activities/ with pupils' real lives, /activity learning/, /democratisation of education/ and fostering /student attitudes necessary for /adjustment (to environment)/. Many examples of appropriate /learning activities/ are given, covering topics like time, trends and simulation, and the special topics of survival and foresight. The book concludes with a guide to classroom materials and a glossary.

(529)
00983 UIE/0044
Kidd, J.R. How adults learn. New York, Association Press, 1975. 318 p.
0-8096-1875-3

Addressed to practitioners in /adult education/ the book reviews /educational practice/ in the field and provides the /adult educators/ with /learning theories/ and practical instructions for work with /adult students/ - The author proceeds by steps: first, he analyses the situation of the adult /personality/, his /psychological needs/ as well as /student motivation/ and his reaction to the /educational environment/. The author then examines existing theories for their relevance to /adult learning/. By looking at present-day /adult education programmes/ he demonstrates how organisation and administration may condition learning. Finally the main features which influence the adult /learning process/ are analysed with particular emphasis on the /teacher role/.

(530)
01350 UIE/00103
Kidd, J.R. Whilst time is burning: a report on education for development. Ottawa, International Development Research Centre, 1974. 120 p.

This book outlines educational planning in the 1960's and examines why

many ambitious schemes failed, leaving problems of /illiteracy/, /unemployment/, insufficient skilled workers and irrelevant /educational methods/ and /educational facilities/ in the /developing countries/ - The author emphasizes that it is pointless and expensive to discard all present /educational organization/; what exists should be adapted and improved. The book provides many alternative ideas concerning /lifelong education/ as well as /educational innovations/ within /school systems/. Many /educational problems/ are familiar to developing countries and developed countries alike; a greater exchange of knowledge between these countries and a greater sensitivity towards mutual and conflicting needs are required.

(531)
02526 UIE/00295
Kipkorir, B.E. Kenya: development and coordination of nonformal programs. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 175-216.
This paper deals with the development and coordination of /nonformal education/ in /Kenya/ and is one of several /case studies/ describing /educational planning/, especially for /rural education/, in the /developing countries/ - Chapters cover: school systems (/primary education/, /secondary education/, /higher education/); /school leavers/ and /dropouts/ as a basis for nonformal education; supplementary programmes including /agricultural training/; /youth services/, /junior colleges/ and /adult education/ as sources of /followup studies/ for school leavers; alternative programmes for the unschooled, including /literacy classes/. Final sections deal with the harmonization of nonformal programmes. In Kenya voluntary /organizations/ played a substantial role in creating prototype nonformal programmes.

(532)
01335 UIE/00088
Kirpal, P.N. Historical studies and the foundations of lifelong education. In: Foundations of lifelong education, p. 97-128.
A study of the contribution of /history/ to the foundations of /lifelong education/ in the /interdisciplinary approach/ followed by /UIEH/ - deals in part with historical aspects of lifelong education and in part with the relevance of history as a discipline. The modern concept of lifelong education springs from the crisis of contemporary civilization, the need to control and adapt, to deal with widening knowledge and global /development/. Education should cover and integrate all aspects of life, all disciplines and social institutions. /Educational goals/ are the quest for peace, better quality of life and fulfillment on humanistic lines. The main value of history lies in providing understanding of the past for control of the /future/. Very important is the new concept of /world history/ replacing the purely European view.

(533)
02505 UIE/00274 ED 078 243
Kleis, R.J., Boggs, D.L. Lifelong learning bibliography on college and university related programs of formal and nonformal education for adults. East Lansing, Mich., Michigan State University, 1972. 38 p.
This concise /bibliography/ on /lifelong education/ consists of excerpts from a larger work: it covers /adult education programmes/ at /college programmes/ level in /USA/ - The most recent and relevant works have been selected, primarily for the use of commissions, seminars, graduate students, etc. The bibliography is divided into



four parts: books, periodicals, special series publications and /central government laws/.

(534)
01330 UIE/00083
Knowles, M.S. Self-directed learning: a guide for learners and teachers. New York, Association Press, 1975. 135 p. 0-8096-1902-4
This book is intended as a guide and work of reference for /students/ and /teachers/ in /USA/ aiming to acquire the techniques of /self instructional methods/, an important component of /lifelong education/ - Part I defines self-directed learning, shows what competencies are required and how to design new /learning activities/ and plans. Part II defines the new /teacher role/ as 'facilitator of learning' (rather than 'content transmitter') and shows how to implement it. Part III deals with the use of learning strategies and resources, /interpersonal relationship/, /self concept/, diagnosing /educational needs/, formulating objectives, productive use of /human resources/ and /reading materials/, /formative evaluation/, etc. The examples are based on work in small /self directed groups/.

(535)
00944 UIE/0005 EJ 101 973
Knox, A.B. Higher education and lifelong learning. Journal of research and development in education. (Athens, Ga.), v7, n4, 1974, p. 13-23.
This article illustrates two examples of the emerging relationship between /colleges/ and /adults/ engaged in /lifelong education/ in /USA/ - The first shows how /secondary school teachers/ by the mechanism of a peer review committee, engaged in useful /inservice teacher education/ with the support of a university /adult education/ service, beneficial both professionally and for /individual development/. The second case concerns /educational administrators/ and shows how university workshops can help professionals to improve their competence. The author derives a set of suggested activities by which /higher education/ can support lifelong learning in the community.

(536)
01307 UIE/00060
Kotásek, J. The idea of continuing education in the current reform of educational systems and teacher training. In: Unesco. The school and continuing education, p. 169-224. ENGL FREN
The study, prepared in /Czechoslovakia/, elaborates general /educational principles/ with a view to integrating the various parts of /educational organization/ into a system of /lifelong education/ - Part I: Lifelong education should fully develop the human /personality/ throughout life and adapt the individual to changes in civilization; child education alone is insufficient. The /democratization of education/ is essential. Part II describes the social and educational conditions of /adult education/ and the changes in civilization which affect it. /Schools do not provide adequate preparation for the demands of modern life. Part III describes the effects of adult education on schools - /principles of teaching/, /syllabuses/, /examinations/. Part IV shows the need for reformed /teacher education/ to meet changes and innovations.

(537)
01902 UIE/00137
Koves, G. Engineering and technical education in the Rochester, Minnesota Location of the IBM General Systems Division. IEEE transactions on education (New York), vE-19, n3, 1976, p. 114-117.
The article describes /inplant programmes/ provided by IBM, a leading

/USA/ company specializing in /data processing/ - Constant /further training/ and /retraining/ is essential to keep pace with rapidly changing /technological advancement/. Rochester is typical of all IBM centres. The company supports any study applicable to present or future work, from isolated /seminars/ to university /inservice education/ for resident students. Main /subjects of study/ are electrical /engineering/ and /information science/; there is much demand for programmer education. /General education/ is also provided and use is made of outside facilities. /Teaching methods/ include the use of /computer assisted instruction/. The company grants /released time/ to their employees.

(538)
01878 UIE/00113
Kuhanga, N.A. Adult education and development: a Tanzanian case study. Literacy discussion (Teheran, IIALM), v7, n4, 1976-77, p. 25-60.

This study describes /adult education programmes/ in /Tanzania/ since its independence, and especially since 1967 when it declared its intention to become a socialist state - The change from /colonialism/ to socialism demands new /educational provision/. Adult education is now regarded as a means to link /individual development/ and /national integration/. /Rural development/ in particular is best ensured by a system of /lifelong education/ which also includes /illiterate adults/. The concept, methods and results of the 5-year National /Functional Literacy/ Campaign are described. The Institute of Adult Education now provides programmes ranging from national /literacy campaigns/, training of /adult educators/ to /correspondence courses/ and successful /educational radio/ study groups. Final chapters discuss the /college role/ of the University of Dar es Salaam in adult education and the relevance of /political education/ especially as provided by Kivukoni College.

(539)
02119 UIE/00225 ED 138 164
Kurland, N.D. Entitlement papers. Washington, D.C., National Institute of Education, 1977. 225 p. NIE papers in education and work 4.

See abstracts 02120 (Kurland), 02121 (Nolfi), 02122 (Barton).

ED 138 164 abstract: The entitlement concept (that certain students are entitled to funds for a specified amount of education) is examined from a variety of perspectives dealing with the financing of lifelong learning. In the first paper, by Henry M. Levin, three models are described and analyzed that emphasize the extension of career development opportunities throughout the work life of individuals. A fourth model extending the concept of the provision of learning opportunities of all kinds throughout life is presented by Norman D. Kurland. George J. Nolfi, in the third paper, presents another model that purposes targeting entitlements on persons with low previous levels of education and low income. In another paper Nolfi presents a framework for the analysis of any entitlement proposal. The fifth paper, By Scott E. Sterling, examines the GI Bill from an entitlement perspective and discusses the implications of that experience for more general entitlements. The final three papers in the volume examine issues basic to any entitlement approach. Douglas M. Windham looks at the problems associated with the calculation of the costs and benefits of education. Paul E. Barton examines the economic aspects of entitlements from the perspective of the interrelations of education, work, and economic development. Finally, John D. Toney examines the political aspects of entitlements and indicates the considerations that will have to be taken into account in advancing the idea in the public-policy arena.



(540)
02853 UIE/00330
Kurland, N.D. Financing lifelong learning. An approach to an age-neutral educational entitlement. Albany, N.Y., The University of the State of New York, 1975. 14, 2 p.

Wider participation by /adults/ in /lifelong education/ in the /USA/ could be prompted by /educational legislation/ establishing a system of /grants/ or 'entitlements' to individuals - This paper proposes a bill based on such considerations as the need for /democratization of education/ and population increase resulting in larger numbers of potential /adult students/. An individual entitlement system is suggested to allow more individual decision making, to provide control over educational programmes by those involved and to implement the goals of lifelong education through a system of 'age neutrality' in which the individual chooses when and how to exercise the right to education. The twelve provisions of the bill are analysed and include the establishment of /information services/ and /counselling centres/ to help persons wishing to participate.

(541)
02852 UIE/00329
Kurland, N.D. Financing lifelong education: next steps in exploring the entitlement approach. Albany, N.Y., The University of the State of New York, 1975. 11 p., annexes.

The possibility of individuals participating in /lifelong education/ and receiving /grants/ from a system of 'entitlements' is being explored by a group in the /USA/ concerned with /educational finance/ of /adult education/ - A report on the meeting of the 'Study of Adult Education' of the New York State Education Department highlights the need for a study on entitlements in the light of increased demand for adult education with a pursuit of public support, the present restructuring of /higher education/ including its /financial policy/ and finally the public disenchancement with past /government programmes/ which creates the need for alternatives. Proposed activities of this group include preparation of papers on aspects of entitlements and proposals for future work as well as the maintenance of national /information centres/. Topics suggested for future study include /educational demand/ among /adults/, supply of educational opportunities and benefits, and the relationship of education, work and economic development.

(542)
02120 UIE/00226
Kurland, N.D. Lifelong learning entitlement. His: Entitlement papers, p. 52-76.

This article discusses a possible model of /educational finance/ enabling /adult students/ to benefit from the emerging concept of /lifelong education/ in /USA/ - /Educational provision/ should cover all age groups, thus enabling individuals to meet economic and /social change/ and develop age-specific /ability/. The author discusses /financial policy/ in some detail: sources of /revenue/, size of /grants/ or /student loans/, drawing rights, public support requirements, /taxes/ on grants, etc. The section on /administrative principles/ covers eligibility for lifelong learning entitlements, information and /counselling/, /educational leave/, /retirement/, administration of entitlement programmes, estimation of /costs/, /demonstration projects/.

(543)
02845 UIE/00322 EJ 171 602
Kurland, N.D. A national strategy for lifelong learning. Phi Delta Kappan (Bloomington), v59, n6, 1978, p. 385-389.
Coordinated /national planning/ is necessary if the /USA/ is to implement through /educational planning/ a programme of /lifelong education/ - The /educational goals/ embodied in lifelong education are gaining acceptance and recognition, particularly in the area of /adult education/, but an overall strategy can best realize such aims as /equal education/, alternation between work and study and greater /student motivation/. Other less general goals include providing a richer environment for /preprimary children/ through /family education/ and allowing various age groups increased mutual contacts in both the work environment and in school. Problems of implementing this programme are discussed particularly in terms of /higher education/, /nonformal education/, the need for counselling centres and questions of educational finance and /educational leave/.

# L

(544)
01926 UIE/00161 ED 039 500
Lanteri-Laura, G. Psycho-sociological research into the paths and phases of intellectual maturation and the desire for knowledge. In: Council of Europe. Permanent education, p. 205-226. ENGL FREN
This report is a study of the relation between /psychology/, /physiology/ and the desire to learn (/learning readiness/ and /motivation/) which is significant for /lifelong education/ - The author stresses the need to view emotive engagement or /emotional development/ and intellectual equipment or /mental development/ separately; he gives dyslexia as an example of the failure of the latter. Two /age groups/ are documented as important for the desire to learn: /early childhood/ (3-6) and the 'latency' period of late childhood through /adolescence/. /Adult learning/ has not been sufficiently studied, because of /research problems/ relating to the ageing process and demography.

(545)
02843 UIE/00320
Lawson, K.H. A critique of recurrent education. Nottingham, Association for Recurrent Education, 1975. 20 p. Discussion paper 1.
In the course of a /literature review/ of definitions and assumptions underlying /recurrent education/ (and /lifelong education/ to the extent that they overlap) the author uses /models/ to critique concepts described mainly by British writers - Concentrating on the more radical view of recurrent education the fundamental points are seen to be a rejection of a fixed curriculum, decay of institutional self management and /democratization of education/ with emphasis upon individual autonomy in /decision making/ on educational matters. Although many worthwhile /educational goals/ exist in the radical model, there are also contradictions within the model which would prevent such a programme from being sustained and, in fact, work to limit the concept of recurrent education. A more moderate view is also examined together with its implications.

(546)
02527 UIE/00296
Leiner, M. Cuba: combining formal schooling with practical experience. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 61-110.
Two /educational innovations/ in /Cuba/ are described: the 'schools to the countryside' and 'schools in the countryside' projects. They represent an attempt to combine school systems, mainly /secondary education/ with /work experience/ in /rural areas/ to foster /rural development/ - After the 1959 revolution the Cuban idea of education was not restricted to the formal school structure but includes components of /nonformal education/ and lifelong education. Main /educational objectives/ of the projects are: development of a collective consciousness and /participation/ in the /economic development/ of Cuba. Further aspects include /community/ involvement, /political education/, /agricultural production/ (project I); /educational spaces/ and /facilities management/ (project II). A commentary on the two programmes discusses topics like social equality, academic benefits, /teaching quality/ and /teacher shortage/.

(547)
01896 UIE/00131
Lengrand, P. A la découverte de l'éducation permanente. Paideia (Wroclaw), v3, 1973, p. 167-183. FREN
Discussing ways of achieving /productive living/, the author decides that this is, in the long term, less the task of politics than of /education/, especially /lifelong education/, although politicians may improve traditional /educational organization/ - He describes his work in a /workers education/ centre in postwar /France/, which formed the nucleus of the /adult education/ organization PEC (Peuple et Culture). Despite its great achievements, PEC has failed to fundamentally improve the /social environment/. The author attributes this failure to the indifference of /adults/ to education/, caused by early frustrating experiences at school.

(548)
00954 UIE/0015 ED 051 458
Lengrand, P. An introduction to lifelong education. Paris, Unesco, 1970. 99 p. ENGL FREN GERM
This study, addressed to a wider audience, presents the idea of /lifelong education/ and defines the concept, referring also to its perspectives - /Technological advancement/ has led to a radical reform of /educational theories/ including a change of the /teacher role/. Educators should have all-round training which should include psychology and sociology. It is stressed that the early years of education are a significant factor in creating subsequent /educational demand/. As education should be based on reason and efficiency, literacy is an important step towards global lifelong education. The programme for lifelong education being still in a conceptual stage there is still a number of open questions facing educators, but the outlook is optimistic.

(549)
02846 UIE/00323
Lengrand, P. Life-long education and population education. Paris, Unesco, 1975. 25 p.
A comparison of /lifelong education/ with /population education/ reveals a number of similarities as to both /educational aims/ and the /educational philosophy/ underlying them; emphasis in both is on the 'whole person' - The development of lifelong education is examined over the past ten years especially as its various aspects may be applied to population education. Included are brief discussions on the shortcomings of existing educational institutions and school systems and the need to emphasize /self actualization/ rather than mere /cognitive

development/. The importance of /adult education/ is described as is the concept of the 'educative society'. A short section replies to criticisms of lifelong education. The particular problems of population education are then focused upon such as the difficult task of /sex education/ and the lack of /student motivation/ for the subject in general. Political and community education are a part of population education.

(550)
00950 UIE/0011
Lescar, L. Essai de bibliographie générale sur l'éducation permanente. I. Volet culturel: De l'éducation populaire à l'éducation permanente (560) titres). Paris, Institut national de recherche et de documentation pédagogiques, 1972. 113 p. Cahiers de documentation, série pédagogique. FREN
This /bibliography/ being the first part of a documentation work on /lifelong education/ in /France/ contains 560 titles published after 1920 - It exclusively concerns the /cultural traits/ of lifelong education. Documents on /educational history/, education and /leisure/, /cultural activities/, /educational sociology/ are listed and in some cases described with comments. In addition, titles of publications issued by French ministries or international agencies, such as the /Council of Europe/, /OECD/ and /Unesco/, are included.

(551)
00942 UIE/0003
Le Veugle, J. Initiation à l'éducation permanente. Paris, Privat, 1968. 225 p. FREN
In view of the challenge technology presents to the world, /educational organization/ in /France/ must be rethought in the perspective of /lifelong education/ - This concept covers all educational activities, both formal and /out of school education/ for youth, as well as /recurrent education/ for /vocational development/, /workers education/, /cultural activities/ and /recreational activities/ within /adult education/. Although the lifelong education concept is relatively new, some developments along these lines have already taken place in France especially through /social action/ for /individual development/. The author analyses their /educational aims/, methods, techniques, and results and their /educational philosophy/. /Bibliography/ p. 220-225.

(552)
02813 UIE/00295
Levin, H. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Financing recurrent education with post-secondary entitlements. Discussions paper. Paris, OECD/CERI, 1977. 30 p.
Participants in programmes of /recurrent education/ could obtain /financial support/ from a system of individual /grants/ or 'entitlements' - This system of funding would subsidize the individual directly, hence an /allocation per student/ would replace public funding of training institutions. This would contribute to the /democratization of education/ by giving the /socially disadvantaged/ an equal chance for participation in /further training/ and general education. Flexibility would be enhanced by giving the individual of post-compulsory age the right to choose any combination of training and programmes that could extend over a considerable period of time. Centres would also be established to provide /occupational information/ and advice. Specific aspects of the funding are explored including source of /revenue/, character of entitlements (loans versus grants), factors which might alter the entitlements and finally the need for total public support for the success of the programme.

(553)
02837 UIE/00315
Limiti, G. Permanent education seen as educational neo-humanism. In: Comparative Education Society in Europe, 6th general meeting, Frascati, 1973. Recurrent education, p. 96-100.
/Lifelong education/ has the capacity to reintroduce the concept of /humanism/ into educational organization of /Italy/ - Reform is necessary if schools are to regain their rightful place as promoters of /cultural activities/, but this reform should not be based solely upon economic factors. Rather, this paper suggests, the emphasis should shift to the /creative development/ of individuals, enabling them through a combination of classical and vocational education to better realize their /citizen role/. Lifelong education encourages the examination of varied cultural matrices such as leisure time and local government activity. It offers new hope to the /educationally disadvantaged/ and permits a reduction of schooling, leaving more than time for work experience. Finally, it may possibly give effect to the 'Statute of Italian Workers' which gives all /workers/ the right to paid /educational leave/ to fill various /educational needs/.

(554)
02489 UIE/00258
Lisop, E. International Symposium for Literacy, Persepolis, 1975. On the way to the learning society. Persepolis. International Symposium for Literacy, 1975. 16 p.
This paper deals with /lifelong education/ in a 'learning society' as described in the Unesco report 'Learning to Be' - The author considers the role of education and /culture/ in society. Here, /changing attitudes/ are required: /learning activities/ must be integrated with everyday life; lifelong education should be available to all; all places of communication should be regarded as educational institutions; less specialization is required; less educational planning and more openness to change are needed. The relationship between education and /economic development/ is discussed, with reference to /employment/, /work attitudes/, and the state of 'non-work', i.e. /unemployment/ or /leisure. Certain dangers of lifelong learning are considered and the need for /guidance/ without manipulation is stressed.

(555)
02499 UIE/00268 EJ 101 972
Long, H.B. Lifelong learning: pressures for acceptance. Journal of research and development in education (Athens, Ga.), v7, n4, 1974, p. 2-12.
This paper explores pressures operating in /USA/ which are helping in the acceptance and popularization of /lifelong education/ and discusses the implications of this acceptance upon both /adult educators/ and those involved with youth - A rift exists between the 'youth education establishment' and the '/adult education/ non-establishment' based upon a feeling by the former that they have little in common. Lifelong education is suggested as a means of providing interaction between the two. The public is becoming more aware of lifelong education through three main types of pressures: the basic human need for /self actualization/, recent /social change/ and technological advancement and the institutionalized pressures of educational organization. The implications of lifelong education are enormous and call for major

/educational reform/.

(556)
00958 UIE/0019
Lopes, Correa, A. Permanent education and adult education in Brazil. Rio de Janeiro, Fundaqão Movimento brasileiro de alfahetizaqão et Ministerio da educaqão e cultura, 1973. 56 p.
ENGL FREN
This document describes /government programmes/ for /lifelong education/ and /adult education/ in /Brazil/ - /Educational reform/ in 1971 provided the basis for national programmes in /literacy/, /vocational education/ and /rural education/. The /adult education programmes/ of different agencies are presented, as is the educational philosophy of MOBRAL. /Administrative organization/, /administrative problems/ and /economic factors/ are discussed. The Brazilian system offers an example of effective /interinstitutional cooperation/.

(557)
01351 UIE/00104
Loubeer, H., et al. Lifelong education and its consequences for the use of university resources. Paris, Unesco/IAU, 1975. 175 p.
DOCUMENT NO. ED-75/WS/38 ENGL FREN
Microfiche: 75a0675.
The book consists of papers compiled for /Unesco/ and /IAU/ jointly, concerning the possible impact of /lifelong education/ on /higher education/ in general and on /universities/ in particular - To save time and money the investigations were limited to certain selected countries - /Canada/, /Switzerland/, /Zambia/, /Venezuela/, /Poland/, /Ghana/ and /France/; each contribution was written by an expert directly concerned with the implications of lifelong education in his own country. Topics include: the effect of the new concept on /college programmes/, /college curriculum/, /college instruction/, /college planning/ and /educational facilities/; also modified /teaching methods/ in /adult education/, deployment of /college teachers/, increasing numbers of /part time students/ and consequences for /educational finance/.

(558)
01908 UIE/00143 ED 117 463
Lowe, J. The education of adults: a world perspective. Paris, Unesco; Toronto, Ontario Institute for Studies in Education, 1975. 229 p. 92-3-101246-0
The results of the 1972 Tokyo International /Adult Education/ Conference are described and expanded for non-professional audiences. The author notes the accelerated interest in the past ten years in developing an integrated /lifelong education/ system - in which adult education shares equal importance and funding with youth education. Definitions and /conceptual schemes/ are introduced, followed by chapters dealing with /motivation/ and /learning readiness/ of /adults/. The problem that the /educationally disadvantaged/ do not normally avail themselves of adult education is handled. Suggestions are made for more flexibility of /continuing education centres/ regarding /adult education programmes/ as well as /teaching methods/ which stress development of /educational media/. /Administrative policies/ and /educational finance/ are discussed. The book operates on a concrete level and draws from the actual experiences in the field of /adult learning/ of a large number of /developed countries/ and /developing countries/.



(559)
02528 UIE/00297
Lv. F. Mali: educational options in a poor country. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 217-248.
This is one of the /case studies/ dealing with the /educational needs/ of /rural youth/ in /Mali/, where extreme /poverty/ impedes formal /school systems/. Faced with severe difficulties in providing /primary education/ for its young, the Malian government since independence has been receptive to /nonformal education/ programmes - which might lead to a massive expansion of /rural education/ for /out of school youth/ and /rural development/. Organization and /costs/ of such programmes are considered. Specific subjects covered include: /functional literacy/ programmes; role of /mass media/ in promoting literacy; /community/ welfare; /womens education/; nonformal /agricultural training/ and /programme coordination/.

(560)
01933 UIE/00168
Lynch, J. Lifelong education and the preparation of educational personnel. Hamburg, Unesco Institute for Education, 1977. 123 p. 92-820-1009-0 UIE monographs, 5.
This is one of the studies, conducted by the /UIEH/, on consequences which the implementation of the idea of /lifelong education/ may have for /teacher education/, /inservice teacher education/ and /teacher role/ - Based mainly on the analysis of literature the author suggests some /educational innovations/ which might be adopted by /teacher centres/ and /teachers colleges/ concerning e.g. /teacher education curriculum/ and /teacher certification/. Examples from various /developing countries/ as well as /developed countries/ illustrate the direction of change from traditional /teachers/ to animators or facilitators in a lifelong learning process. /Bibliography/ p. 90-102.

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(561)
02502 UIE/00271 EJ 101 981
McClusky, H.Y. The coming of age of lifelong learning. Journal of research and development in education (Athens, Ga.), v7, n4, 1974, p. 97-107.
This article deals with the emergence of /lifelong education/ and its present and future impact upon educational organization including youth and /adult education/ in /USA/ - The author sees lifelong education as a growing though neglected 'step-child' of established educational institutions. The need for lifelong education is exemplified by the increase of /leisure/ among workers due to shorter /working hours/ and earlier /retirement/, the steadily rising /educational experience/ among a larger proportion of the population (level of schooling is directly related to the rate of participation in continuing education) and /social change/ characterized by technological advancement. These facts combined with the disproof of several educational myths, such as the inability of /elderly people/ to learn, make educational reform and movement towards lifelong education imperative at all levels. A 'quasi-system approach' is suggested for implementation.

(562)
02096 UIE/00202
Maciassek, M. Assumptions of lifelong education in the content of school programmes. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 111-122.

As syllabuses become increasingly overloaded, a scientific study of /curriculum development/ for schools on the lines of /lifelong education/ becomes desirable. The author reports on initial research on /curriculum planning/ in /Poland/ - Lifelong education permits selection of /programme content/ as schools provide only a basis for future learning. Work should be less extensive and more profound. The aims of education should be /personality development/, promotion of /interpersonal relationship/s and facilitation of adaptation to change. Deductive methods of learning are preferable to inductive methods. Techniques of /independent study/ should be learnt and 'tools' such as modern languages acquired. Schools must foster /student motivation/ for acquiring useful knowledge, also promote interest in other cultures and in humanities. The author gives guidelines on how self-instruction can be promoted through adequate /materials preparation/.

(563)
01358 UIE/00111
MacKenzie, N., et al. Open learning: systems and problems in post-secondary education. Paris, The Unesco Press, 1975. 498 p. 92-3-101326-2

A report prepared with the support of the Ford Foundation.

A /comparative analysis/ of open learning systems based on 17 /case studies/ of /open colleges/ which represent /educational innovations/ in /higher education/ - The general survay outlines /educational needs/ and the impact of /educational technology/, factors in the creation of these institutions. Practical analysis starts from /student needs/ and /programme evaluation/ to deal with /curriculum development/, the choice of /instructional media/, /course organization/ and /cost effectiveness/. Open learning is seen as a part of /lifelong education/. The case studies describe the innovation process in institutions in /Australia/, /Canada/, /France/, /Germany FR/, /Iran/, /Israel/, /Japan/, /Kenya/, /Lebanon/, /Poland/, /USSR/, /UK/, and /USA/. A final chapter records experience with /communications satellites/.

(564)
01900 UIE/00135
Mair, L. Meaning and implications of the expanded concepts of development for action. Literacy discussion (Teheran, IIALM), v7, n4, 1976-77, p. 85-96.

This paper deals in general terms with the need for new /educational goals/ for /national integration/ in /developing countries/ - Previous /development/ concepts have left huge sections of the world in extreme /poverty/. The need for a new world economic order has been recognized but human problems have been neglected. Developing nations must rid themselves of moral dependency and accept responsibility for their own future. Traditional /school systems/ tend to preserve neo-/colonialism/ and elitism; adults must be reeducated. /Nonformal education/ and lifelong education have proved more effective than authoritarian methods, especially in /womens education/. The highest percentage of /illiteracy/ and /unemployment/ is among women, who should at last be mobilized to serve their country.



(565)
01325 UIE/00078
Malta. Trends and issues in recurrent education. Country report. In: Country reports and statements from Iceland, Malta, the Netherlands, Sweden and the United Kingdom, p. 11-18.

This /conference report/ on /lifelong education/ in /Malta/ is one of the country reports presented at the ninth session of the Standing Conference of European Ministers of Education in 1975 - The report describes the /educational history/ of the present system from the previous colonial structure and the attendant /educational problems/. Current /educational policies/ stress modern /school systems/, /technical education/ and /vocational training centres/ keyed to the proposed economic /national planning/. Existing facilities and programmes for /nonformal education/ of /adults/ are described, including new /national libraries/, support of grass-roots, /cultural activities/ and sports. Progress toward rationalization of existing formal educational institutions to provide greater accessibility and relevance to economic and technical needs is noted.

(566)
01905 UIE/00140
Mann, J. Learning to be. The education of human potential. New York, The Free Press, 1972. 269 p.

This book presents and seeks to demonstrate the thesis that /teaching techniques/ and /programme content/ of the 'human potential movement' which aims at /individual development/ and /personal growth/ (as does the concept of /lifelong education/) can be successfully adopted to /curriculum development/ in the /USA/ - The author presents various /learning/ techniques that draw from /sensitivity training/, eastern philosophies, meditation, etc. His goal is to develop in the student an array of intellectual-psychological-physical /learning processes/ through an 'internal curriculum' which combines humanistic emphasis with systematic training. The techniques emphasize /discovery learning/ and /self actualization/. An appendix offers further analysis of techniques and fields for research.

(567)
01935 UIE/00170
Mäntynen, H. Gedanken über das lebenslange Lernen im Licht der Futurologie. Erwachsenenbildung in Österreich (Wien), v25, n11, 1974, p. 508-513. GERM

The article deals with the role of /lifelong education/ in facilitating adjustment to rapid economic and /social change/ in /developed countries/ - The author quotes Alvin Toffler who predicts that 'future shock', i.e. /adjustment problems/ resulting from inability to respond to change, will soon constitute a major problem. Moreover, the danger is generally underestimated. Lifelong education can promote adjustment by teaching according to /individual needs/ rather than age, but must be more flexible than present /adult education/. The establishment of national /information centres/ is suggested to enable /programme planning/ according to future needs; /educational coordination/ of /educational institutions/ and quick adaptation are essential. Futurology should be taught in schools and universities as democratic control of such knowledge is virtually important.

(568)
01930 UIE/00165
Martinoli, G. Initial results of agreements on paid educational leave in Italy. In: Council of Europe. Developments in adult education

structures, p. 42-72.
This study deals with the main results of agreements on paid /educational leave/ for certain categories of /workers/ in /Italy/. Origins of this /recurrent education/ scheme go back to 1973 - Under certain circumstances any worker in Italy nowadays can claim a maximum of 150 hours of paid educational leave during working hours per three-year period. The choice of /educational objectives/ and educational structures is left to the autonomy of the /trade unions/, the /central educational agencies/ and also to non-ministry local educational institutions. The main aims of these courses are to strengthen /educationally disadvantaged/ groups by giving them a chance to complete basic education and to achieve an alternative /working class/ culture. Assessing the initial results of the scheme, the author stresses problems in /teacher selection/, curriculum development and non-traditional /teaching methods/.

(569)
02500 UIE/00269 EJ 101 978
Mason, W.D. Aging and lifelong learning. Journal of research and development in education (Athens, Ga.). v7, n4, 1974, p. 68-76.
This article discusses the problem of /elderly people/ approaching and past the /age/ of /retirement/ as regards their participation in education in the /USA/ - The author focuses on the cultural and psychological barriers faced by elderly people, such as a negative /self concept/ enforced by prevailing /social attitudes/ which equate aging with senility. He notes the need for /adult education programmes/ which stress /maturation/ as opposed to aging and prepare people to achieve various developmental tasks. Public schools should participate in this undertaking as well as colleges. The approaches of various /junior colleges/ to education for the aging are discussed.

(570)
01914 UIE/00149
M'Bow, A.M. Continuing education. Ottawa, Unesco Canadian Commission, 1976. n.p. Its: Occasional paper, no. 20. ENGL FREN
This is the text of a speech concerning /lifelong education/ delivered by Amadou Mahtar M'Bow, Director General of /Unesco/ in Sherbrooke in 1975 - Reviewing /conceptual schemes/ related to lifelong education like /adult education/, continuing education and /recurrent education/, it is stressed that lifelong education does not mean lifelong schooling, but embraces school systems as well as /informal education/ and /nonformal education/. Implementation of lifelong education is dealt with by giving examples from various countries and presenting /projects/ and studies in this field in which Unesco and its institutions specialized in education are involved.

(571)
01302 UIE/00055
Midwinter, R. Lernen in der Gemeinde. In: Freiheit zum Lernen, p. 127-134. GERM
Reporting on some /community education/ projects in the /UK/, the author holds that these first experiments are an encouraging starting point towards the realization of the ideals of /lifelong education/ and /recurrent education/ - The Department of Education and Science should give competence to local authorities to adjust /learning/ to the /social environment/ of the community. There should be a very close /school community relationship/. Adults, particularly parents should be involved in the learning processes and in /curriculum development/. /Parent participation/ has to go beyond stabilizing schools and should make education a vital part of daily life. The author hopes that education will thus become a dimension of social life and no longer be a mainly child oriented process separating the school from the community.

(572)
02513 UIE/00282
Mwari, G.R.V. Attempts to link school with work: the Tanzanian experience. Prospects (Paris, Unesco), v7, n3, 1977, p. 379-388. ENGL FREN SPAN ARAB
This article describes efforts in /Tanzania/ to align /educational goals/ with /political theories/ stressing /work education/ - The integration of work with school has been a goal in Tanzania since 1967, when it declared itself socialist. The author traces the attempts to achieve practice-oriented /educational objectives/ by such means as compulsory /work experience programmes/; the 'diversification-vocalization' practice, dividing all /secondary schools/ into four practical classifications (technical, agriculture, commerce, domestic science) to aid /vocational training/; and various /community education/ projects to establish /school community relationship/. Positive results from these efforts include a rise in /functional literacy/ and a change in university /admission requirements/ stressing /work experience/ in addition to academic competence. Problems encountered in these attempted changes are also discussed.

(573)
02066 UIE/00172
Moltke, K. von, Schneevoight, N. Educational leaves for employees: European experience for American consideration. San Francisco, Jossey-Bass, 1977. 269 p. 0-87589-316-3 The Carnegie Council series.
See abstracts 02857 (Moltke), 02859 (Moltke), 02860 (Moltke), 02067 (Moltke), 02861 (Moltke), 02105 (Moltke), 02858 (Moltke).

(574)
02857 UIE/00334
Moltke, K. von, Schneevoight, N. The European debate on educational leave. Their: Educational leaves for employees. San Francisco, Jossey-Bass, 1977, p. 14-35. 0-87589-316-3
The debate in /Europe/ over paid /educational leave/ is complex, involving the interests of such diverse groups as /employers/, /trade unions/ and /international organizations/, and closely akin to the larger debate over /lifelong education/ - Concentration on policies in /France/, /Germany FR/, /Italy/ and /Sweden/ the authors find remarkable similarities in arguments put forth by management on the one hand and /workers/ on the other concerning educational leave. Management consistently differentiates between leave benefiting the enterprise as opposed to the individual, and emphasizes the factor of costs. Labour's arguments tend to be ideological based on considerations such as the need for /adult education/ for the /educationally disadvantaged/. At the international level, the stance of the /ILO/ is discussed as well as findings of /Unesco/ and /OECD/. The adoption of educational leave is seen as a major step towards realizing larger goals such as the implementation of /recurrent education/ and lifelong education with shared aims of /social mobility/ and /occupational mobility/.

(575)
02859 UIE/00336
Moltke K. von, Schneevoight, N. France. Their: Educational leaves for employees. San Francisco, Jossey-Bass, 1977, p. 36-87.
0-87589-316-3

The practice of paid /educational leave/ in /France/ has been affected by various /laws/ aimed at /educational reform/, principally one passed in 1971, drafted within the framework of /recurrent education/ - The coalition of students and workers in 1968 initiated major reforms in universities and in the systems of /vocational education/ for /adults/. The authors trace progress from this point by first providing some background of the French educational organization with its high /dropout rate/, its emphasis on classical education and its focus on higher education. The law of 1971 is examined in the light of this system, the laws which preceded it and activities taking place apart from it such as /workers education/ by trade unions. The law itself is seen to affect the problem of educational leave only in the area of /vocational training/ with complete disregard for /general education/ for adults during working hours. The law is successful, however, in drawing smaller enterprises into the responsibility of providing continuing training for /employees/ and in stimulating public interest.

(576)
02860 UIE/00337
Moltke, K. von, Schneevoight, N. Germany. Their: Educational leaves for employees. San Francisco, Jossey-Bass, 1977, p. 88-115. 0-87589-316-3

Paid /educational leave/ in /Germany FR/ is affected by the /educational policies/ of numerous /institutions/ and influence groups as well as by the German /federative structure/ - The authors therefore study the present and future state of educational leave by examining the many groups involved, including the /central government/, the /labour market/, /trade unions/, /industry/ and the /provincial government/. /Educational legislation/ such as the 'Study Support Law' are dealt with. This law allows all students the right to /grants/ and the possibility of /continuation education/. In general, Germany provides a good system of /adult education/, means for /further training/ and emerging possibilities for /general education/ during working hours. However, present provisions for educational leave are seen as 'piecemeal', with options unavailable to the /educationally disadvantaged/, in particular, /foreign workers/.

(577)
02067 UIE/00173
Moltke, K. von, Schneevoight, N. Sweden. His: Educational leaves for employees, p. 116-159. 0-87589-316-3

In /Sweden/ most /educational reform/ measures and /educational legislation/ directed towards /educational leave/ have only had a short period of application or are still in their preparatory stages - Although Sweden's educational leave policies are 'futuristic' and aiming at changing the present society, Sweden already has one of the most highly evolved /adult education/ and /recurrent education/ systems to date. Both educational law and /grants/ are readily provided to adults, who are encouraged to undertake some form of /further training/ to improve or update their /educational background/. Informal study circles, usually dealing with languages (like Swedish for /immigrants/), fine arts or social sciences are the most widespread form of /adult education programmes/. There are also /residential colleges/ and /retraining/ schemes for new /manpower needs/, primarily concerned with problems of reemployment.

(578)
02861 UIE/00338
Moltke, K. von, Schneevoight, N. Italy. Their: Educational leaves for employees. San Francisco, Jossey-Bass, 1977, p. 160-190. 0-87589-316-3

/Italy/ currently offers /workers/ a paid /educational leave/ programme conforming to standards set by the /ILO/ - Educational organization in Italy is rather archaic with large contradictions between stated /educational policies/ and realities. The /vocational education/ system is poor in terms of both technical assistance and financial support. The system of /adult education/ is generally weak and concerned mainly with remedial courses. Only in its fight against /illiteracy/ has it been somewhat successful. It is thus paradoxical that from this rather ineffectual educational background has sprung the concept of the so called '150 Hours'. This programme, begun in 1974 and introduced through /labour market/ /contracts/, is studied in depth. The authors refrain from assessing its prospects for success while it is so young but nevertheless characterize it as an instructive example of the possibilities and difficulties of using education to change the social conditions of /adults/.

(579)
02105 UIE/00211
Moltke, K. von, Schneevoight, N. Austria, Belgium, the Netherlands, Norway, and the United Kingdom. In: Moltke, K. von; Schneevoight, N. Educational leaves for employees, p. 191-213. 0-87589-316-3

The author discusses /educational leave/ in /Austria/, /Belgium/, /Netherlands/, /Norway/ and /UK/ - Austria has no explicit educational leave policy. /Labour market/ assistance programmes provide /employees/ with /training allowances/ for /further training/. /Trade unions/ also have training programmes. Belgium's educational leave policy is hampered both by /social factors/ and /political factors/ but is available as a credit hour system for /vocational training/. Educational leave is poorly developed in the Netherlands. It is received mostly for training in /industry/. Vocational training is the most important part of /adult education/. Norway has a strong tradition of voluntary education. It has one of the most generous programmes of /released time/ for /lifelong education/. UK has a long tradition of adult education but lacks provisions for educational leave.

(580)
02858 UIE/00335
Moltke, K. von, Schneevoight, N. Problems in educational leave policies. Their: Educational leaves for employees. San Francisco, Jossey-Bass, 1977, p. 214-250. 0-87589-316-3

The process of /policy formation/ concerning /educational leave/ in /France/, /Germany FR/, /Italy/, and /Sweden/ has a strong connection with the /labour market/ - Educational leave policies in these countries should be based on the diverse needs of /adult students/ and on their voluntary cooperation. Policies must be concerned not only with short-term /economic factors/ and /social factors/ but also with the improvement of /working conditions/ playing an affirmative role in /social change/ and not merely a reaction to it. The role of /trade unions/ is strong in both initiating debate and finally implementing educational leave in all countries. The possibility of achieving /democratization of education/ through these policies is not promising in countries with highly selective systems of education, since participants in programmes tend to have relatively high levels of previous education. Apart from these problems there is a need for increasing /financial support/ in the future. The authors conclude that although a movement towards

policies of educational leave is taking place in Europe it is premature to speak of them as truly formed.

(581)
01936 UIE/00171 EJ 146 827
Mondale, W.F. The next step: lifelong learning. Change (New Rochelle, N.Y.), v8, n9, 1976, p. 42-45.
In this article the author explains his personal interest in /lifelong education/ and the reason for having introduced the 'Senate Lifelong Learning Bill' in the /USA/ along with the main provisions of the Bill - The author quotes a /Unesco/ definition of lifelong education. He hopes that in the USA /interinstitutional cooperation/ between formal and /nonformal education/ institutions will increase through /mass media/, /religious institutions/, etc. This would lead to broader educational opportunities to all. Integration should especially help /disadvantaged groups/, such as /elderly people/, /minority groups/, in /womens education/ and in cases of /unemployment/. /Occupational change/ makes /retraining/ essential, moreover demographic changes entail a shift of emphasis to /adult students/ and /part time students/ who are inadequately catered for at present.

(582)
01925 UIE/00160
Morin, M. L'imaginaire dans l'éducation permanente: analyse du discours des formateurs. Paris, Gauthier-Villars, 1976. 192 p. 2-04-00-7863-0 Hommes et organisations. FREN
The author compares the practice of /lifelong education/ in /France/ with its theory, which tends to disregard reality and historical development - He gives a survey of the development of lifelong education since 1960 from the earliest /inplant programmes/ in /engineering/ provided by industry to /teacher education/ of /adult educators/. Two attempts at /adult education/ in France and /Morocco/ are described and their failures are seen as being due to hierarchical systems in companies. The author criticizes the theoretical side of /education courses/ as 'wishful thinking' and tries to investigate the relationship between groups, organizations and individuals from a sociopsychological standpoint. In any theory of lifelong education the fantastic and utopian must be reconciled to historical reality.

# N

(583)
01901 UIE/00136
Nakahara, F. Engineering education at Hitachi. IEEE transactions on education (New York), vE-19, n3, 1976, p. 96-99.
This article describes the /educational objectives/ and /educational methods/ of Hitachi, a large /electronics/ company in /Japan/, providing /inplant programmes/ - In addition to /engineering education/, Hitachi gives great support to academic learning; /inservice education/ prepares engineers for future jobs and counteracts the deficiencies of the traditional Japanese lifelong /employment/ and seniority system. The importance of /on the job training/ is emphasized; however, engineering education at the corporate level is still needed. /Instructional programmes/ at Hitachi /technical colleges/ cover specialized /engineering/ subjects and /management education/. /Evaluation methods/ are discussed. Enquiries made 1-3 years after the end of a period of training test the practical application of the material covered and the student's desire for /further training/.

(584)
01918 UIE/00153
Nassif, R. The theory of 'de-schooling' between paradox and utopianism. Prospects (Paris, Unesco), v5, n3, 1975, p. 329-340. ENGL FREN SPAN ARAB
The author criticizes the /educational theories/ of 'de-schooling' of Ivan Illich and Everett Reimer by defending /school systems/ which, from his point of view, cater for the needs of the individual by providing him with the basic knowledge for /lifelong education/ - According to Illich and Reimer education should bring about and determine /social change/ as opposed to reproducing existing structures and attitudes. /Compulsory education/ is alienating and repressive. New, voluntary institutions encouraging /individual development/ should be established. Whilst acknowledging Illich's critical ability, Nassif points out the weaknesses and limitations of his theories; they are utopian or even undesirable, especially for /Latin America/. He defends the 'reproductive' and 'protective' /school role/. The individual must achieve /social integration/ as a condition for subsistance. /Educational organization/ has profited from lifelong education theories, which Illich ignores.

(585)
02077 UIE/00183
A nation of learners. Washington, D.C., U.S. Department of Health, Education and Welfare, 1976. 184 p.
See abstract 02078 (Gross).

(586)
02113 UIE/00219
Niehoff, R.O. Conference and Workshops on Non-Formal Education and the Rural Poor, East Lansing, 197o. Report. East Lansing, Mich., Michigan State University, College of Education, 1977. 248 p. Program of Studies in Non-Formal Education.
Under the joint sponsorship of the Michigan State University and the Agency for International Development.
/Conference report/ on /nonformal education/ for /rural development/ in /developing countries/ which examines /policies/ and /programme administration/ in the area and reviews /fundamental concepts/ - It gives guidelines for nonformal education in Third World settings, emphasizing the need to maximize the self-help potential of the /rural population/. /Action programmes (community)/ must respect the local /cultural background/, train local /nonprofessional personnel/, foster /literacy/ and enhance role of /extension agents/. The following /case studies/ on relevant /educational programmes/ are included: the Comilla Project in /Bangladesh/; the delivery of /health services/ and improvement of /nutrition/ in /Columbia/, /India/ and /Korea R/; the /agricultural development/ programmes in /Ethiopia/ and /Mexico/; the /rural education/ /projects/ in /Eduador/ and /Guatemala/; and the self-supporting /vocational training/ schemes of the Brigades in /Botswana/. The role of /educational media/ is also discussed. One of the resumés of six major papers selected from the literature in the area, concluding the report, deals with the /replication of innovations/ from /China/.

(587)
02497 UIE/00266 EJ 101 979
Niemi, J.A. Technology and media for lifelong learning. Journal of research and development in education (Athens, Ga.), v7, n4, 1974, p. 77-86.

This paper explores the growing potential of /educational technology/ and /educational media/ as aids in /lifelong education/ - The author attempts to define media and technology, deciding that their role in /adult education/ is, at present, a subsidiary one. A rationale should be established based on human concerns, which will aid people in understanding the effects of the media upon their lives. Various forms of /individual study/ are discussed in terms of media including /correspondence courses/, /independent study/ and, though not entirely individual, /computer assisted instruction/. /Group instruction/ also makes use of audio- and video-cassettes. North America contemplates wider use of educational television and radio. The author envisages a greater future cooperation among educators, learners and media specialists.

(588)
02121 UIE/00227
Nolfi, G.J. A national adult recurrent education entitlement voucher program: financing open learning and continuing education through selective entitlements. In: Kurland, N.D. Entitlement papers, p. 77-97.

This article examines the possibility of /national programmes/ of /educational finance/ to support adults wishing to participate in /recurrent education/ or /lifelong education/ in /USA/ - /Adult education/ is at present paid for primarily by the individual. Lack of public investment penalizes /low income groups/, which are usually the /educationally disadvantaged/. The author proposes a system of limited 'entitlement vouchers' to be used, largely at the discretion of the recipient, for /access to education/. Subsidies for /disadvantaged groups/ would help to establish /equal education/ and exlude unnecessary spending on wealthier students. /Retraining/ of the unemployed would be facilitated. Methods of impelmenting the system and allocating funds are considered.

(589)
02514 UIE/00283
Non formal education in Sri Lanka. Colombo, Sri Lanka, Marga Institute, 1974. 242 p. Marga research studies, 1.

This book analyses the contribution of /nonformal education/ to /agricultural development/ in /Sri Lanka/ - Development of /universal education/ especially during the 25 years preceding independence in 1971 originally followed colonial lines rather than those of /traditional education/, so that there was a weakening of the /school community relationship/. As a result, /educational goals/, organization and /evaluation methods/ in the formal school system leave certain educational needs unfulfilled, especially in /vocational training/ and /agriculture education/. The contribution of nonformal education to meeting these needs is reviewed, particularly in terms of its organization, educational content and /financial support/. Despite considerable successes, further development in the area requires working out an appropriate /educational philosophy/ and /programme coordination/. The book ends with brief descriptions of /administrative organization/, /teaching methods/ and /curriculum/ of a number of existing nonformal education programmes in Sri Lanka.

(590)
01881 UIE/00116
Noguchi, H. Joint school and community planning. Educational building digest (Bangkok), n10, 1977, p. 1-8.

This issue provides guidelines for those involved in integrating /school planning/ with /community planning/ and illustrates how existing facilities can be adapted to function as /community schools/ - Evidence shows that integration of school systems, nonformal and informal education into lifelong education has helped the /rural population/ of /Asia/ to contribute more to /economic development/. Joint school and community planning can adjust education to the needs of the people, utilizing scattered /community resources/ and encouraging participant involvement. The issue lists key points of /educational coordination/ and problems to be overcome. Examples of coordinated planning in Asia are given and illustrated by informative /diagrams/. /Facilities design/ is considered and a checklist of important points in planning and design provided. /Bibliography/ p. 8.

(591)
01877 UIE/00112
Nyerere, J.K. Adult education development. Literacy discussion (Teheran, IIALM), v7, n4, 1976-77, p. 1-12.

This paper deals with the role of /adult education/ in /developing countries/, particularly in /Tanzania/ - Education should be an integrated aspect of life, i.e. /lifelong education/, and aim to make men free and self-reliant in cooperation with others. Moreover, adult education should stimulate a desire for /social change/ and the belief that this is possible; it is therefore a political activity. When the desire for change is aroused, specialists should provide appropriate information. /Community resources/, including existing knowledge, should be fully utilized; this also stimulates /participant involvement/. /Adult educators/ should be partners and leaders. /Teaching methods/ and instructional media will vary according to resources, but increased /financial support/ for adult education is essential.

## O

(592)
01309 UIE/00062 ED 024 868
Ogunsbiye, A. Considerations on the development of permanent education. Washington, D.C., ERIC, 1968. 70 p.

Based on /educational research/ at the Centre Universitaire de Coopération Economique et Sociale and the Institut National pour la Formation des Adultes, this document shows possible developments in /lifelong education/ in /France/ - Part I shows the social and functional benefits of lifelong education, the need for /teaching methods/ adapted to the /educational needs/ of /adult students, the need to relate /vocational education/ to daily life, the necessity of training also top level personnel. It describes /adult education programmes/ run by the above organizations in their investigation of youth and adult education as part of a lifelong process. Part II examines research undertaken at the 'CUCES-INFA' complex in 1966-67. Part III views /adult learning/ as a process of /socialization/ and examines its permanence.

(593)
01919 UIE/00154 EJ 105 394
Ohliger, J. Is lifelong adult education a guarantee of permanent inadequacy? Convergence (Toronto), v7, n2, 1974, p. 57-59.

This article expresses the view that /lifelong education/, already compulsory in many occupations in /North America/, breeds a feeling of permanent inadequacy and destroys critical ability and the desire to

learn - /Open colleges/ and other forms of /adult education/ presented as a means of achieving /equal education/ merely support existing /social systems/ and subject the masses to the control of politicians, educationalists and those responsible for /educational technology/. The Faure report 'Learning to Be' is criticised as 'international bureaucratese' based on false assumptions and designed to replace spontaneous /adult learning/ by continued presentation of official knowledge. The author defends the theories of Ivan Illich who favours learning as an insight experience as opposed to /compulsory education/.

(594)
02097 UIE/00203
Okon, W. Lifelong education and methods of school work. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 123-141.

The author discusses /programme content/ and /educational methods/ in the light of /Unesco/ theses on /lifelong education/, applying his ideas to /Poland/ - According to Unesco, lifelong education demands complete restructuring of educational organization, eliminating rigid distinctions between fields of learning. /Access to education/ should be granted according to ability; self-education facilities are essential; education should be adapted to /individual needs/. The author sees /democratization of education/, elasticity (choice of subjects) and continuity as essential principles. He deals with modern teaching trends: /individual study/; group instruction; /problem solving/ methods and /discovery learning/; introduction to aesthetic and /moral values/; inspiration to /creativity /; problems of traditional /textbook content/; opportunities for /personality development/; acquisition of /learning/ techniques educational technology.

(595)
00973 UIE/0034
Ontario (Province). Commission on Post-Secondary Education Ontario. The learning society. Report of the Commission on Post-Secondary Education in Ontario. Toronto, Ministry of Governmental Services, 1972. 263 p.

This report gives a chronological outline of /higher education/ in Ontario /Canada/, with reference to /economic factors/, the /social background/ of students and perspectives for /lifelong education/ - The increasing /educational demand/ has been met by /government programmes/, /research projects/, and the establishment of /educational institutions/. Specific problems arise through the existence of two large /minority groups/, the French-Canadians and the Indian-Canadians. Directions for a change towards lifelong education need a clearly articulated programme which guarantees /equal education/ to all. Recommendations, detailed tables and figures are included.

(596)
02856 UIE/00333
OECD. Alternation between work and education: a study of educational leave of absence at enterprise level. Paris, 1978. 97 p. 92-54-11733-4

This study by CERI/OECD/ examines the problems and benefits of /educational leave/ in /Germany FR/, /Italy/, /Yugoslavia/, /UK/, /USA/ and /Sweden/ - A small number of enterprises in both the private and public sectors are treated as /case studies/ in an attempt to isolate systems of alternation between work and study. In addition to the periods covered by departure from work, actual study periods and return to work, times of /unemployed and /underemployment/ are also discussed. Specific issues dealt with include the nature of leave; the type of education to be provided, i.e. /general education/, /vocational training/ or /workers education/; the question whether objectives of leave depend upon /economic policies/ or aim at /individual development/; methods of obtaining /financial support/; the /school role/; and, the issue whether or not control of the system is dominated by /employers/.

(597)
01347 UIE/00100 ED 111 938
OECD. Education and working life in modern society: a report by the Secretary-General's Ad Hoc Group on the Relations between Education and Employment. Paris, 1975. 44 p. 92-64-11336-0

A report on /lifelong education/ and /productive living/, focusing upon the relationship between education and work in OECD countries in the 1970's - The report stresses in 26 recommendations plus commentary, that /individual development/ and human satisfaction should be the responsibility of the working world as well as of educators. /Recurrent education/ is seen as a promising /educational development/, especially to diminish irreversible /social disadvantages/. However, the improvement and diversification of /compulsory education/ is seen as fundamental, including /guidance services/ for the transition from schooling to work, social service, or further training or education and affirmative action to aid /disadvantaged groups/. The report discusses /financial support/ mechanisms, and five basic /educational aims/ as the right of each citizen, and suggestions for /interinstitutional cooperation/.

(598)
02110 UIE/00216
OECD. Learning opportunities for adults. Vol. 1: General report. Paris, 1977. 81 p. 92-64-11621-4 ENGL FREN

Equating /adult education/ in /developed countries/ with /nonformal education/ this document discusses appropriate /policy formation/, and recommends development of adult education as an integral part of national /educational organization/, coordinated to national /social policies/, primarily through /recurrent education/ - It assesses the current situation, identifies /educational problems/, and reviews individual and collective needs in /adult learning/, especially the needs of /educationally disadvantaged/ adults who do not utilize existing programmes. The report then describes a comprehensive adult education system and identifies the difficulties of implementing it, including /administrative problems/, issues in /educational planning/ and /coordination/, the need for appropriate /educational legislation/, meeting /financial needs/, and obtaining /private financial support/. Finally, the report lists the policy options available, taking account of the necessity of coordinating adult education with school systems and /work experience/.

(599)
01887 UIE/00122 ED 055 267
OECD. CERI. Equal educational opportunity. 1. a statement of the problem, with special reference to recurrent education. Paris, 1973. 47 p. 96-70-02-1

This booklet discusses possible ways of providing /equal education/ in developed countries/ - Part I outlines the present situation, where access to /higher education/ depends on /social class/. Alternative /educational strategies/ are discussed, including /preprimary programmes/; /compensatory education programmes/ for primary grades; /comprehensive secondary schools/; /recurrent education/. Part II gives more detailed

information on recurrent education, which seems the most promising way of achieving equal education. It should replace most existing post-compulsory levels of education and cooperate with remaining sectors of /adult education/ to provide /lifelong education/. Sections cover objectives of recurrent education; arguments for and against it; /economic factors/; /social factors/; /political factors/.

(600)
02810 UIE/00292
OECD. CERI. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Secretariat synthesis. Note by the Secretariat. Paris, 1977. 34 p.
/Policy formation/ in the field of /recurrent education/ has been diverse among the various countries reporting to this /OECD/-CERI Meeting - Member countries were invited to submit papers covering such aspects of recurrent education as /short courses/, /modular training/ systems, growth of /educational facilities/, development of /mass media/, rigid /admission requirements/ versus /employment experience/, improvements in /teaching methods/, allocation of /educational resources/, relation of education to /manpower needs/ and the many faceted problem of /educational leave/. The report seeks to select the most significant developments from the information submitted and concludes that there has been a relative lack of progress in developing a coordinated approach to implementing recurrent education. Implications for the future are discussed.

(601)
02029 INNO/00840 ED 114 488
OECD. CERI. New directions in education for changing health care systems. Paris, 1975. 93 p. 92-64-11379-7
A study concerning possible /needs/ and innovations in /medical education/ and /health programmes/ in /OECD/ countries - The provision of /health services/ is assuming a more important role in these countries all the time. There is a need for better /policy formation/ and /planning/ at all government levels and for improved accessibility to and continuity of primary /health/ care. Such care would mean less emphasis on specialization and more on preventative /medicine/, /public health/ and /community services/. In order for such /policies/ to be most rapidly effected, a programme of /recurrent education/ should be initiated and must extend to practising /health personnel/ as well as students. Relevant opportunities for /practice periods/ would be provided in community clinics as well as in specialized hospitals. Finally, /international cooperation/ would make possible the sharing of experiences in developing health programmes and /research/ as well as /statistical data/ on /cost effectiveness/. /Bibliography/ p. 89-93.

(602)
00960 UIE/0027
OECD. CERI. Recurrent educa[illegible] strategy for lifelong learning. Paris, OECD, 1973. 91 p. 9[illegible]-8 ENGL FREN
This /OECD/ report analyses recurrent education, a strategy for /lifelong education/ as a means of providing individuals in /developed countries/ with /educational opportunities/ throughout their lifetime that will equip them for continuing /social adjustment/ to the rapid social and economic changes of the /future/ - Presented as a substitute to the current ever lengthening period of education for youth this concept aims at meeting the /educational needs/ of /adults/. /Equal education/ might be achieved by a gradual reorientation of /educational policies/ based on the alternation of education with work, leisure and withdrawal from the /labour market/. The report outlines a long-term planning strategy for recurrent education as well as the implications for short and medium-term planning. It underlines that /educational planning/ for recurrent education must coordinate educational aspects with /economic factors/ and /social factors/.

(603)
02842 UIE/00319 ED 150 068
OECD. CERI. Recurrent education: its effect on the Austrian education system. Paris, 1977. 60 p. 92-64-11715-6
This account of one of a series of seminars sponsored by /OECD/CERI discusses the state of /recurrent education/ in /Austria/ and its effect upon /educational organization/ - Papers were presented on such diverse topics as the role of recurrent education in correcting some of the mistakes in /educational policies/ of the sixties and its relationship to establishments providing /secondary education/, /higher education/ and /adult education/. Papers on recurrent education and /employment/ touched upon such topics as /educational leave/, /unemployment/, /educational finance/ and the way recurrent education is regarded by both /employers/ and /employees/. More generally the concepts of /motivation/, /lifelong education/ and the /future/ of recurrent education were dealt with.

(604)
01346 UIE/00099
OECD. CERI. Situation actuelle du congé-éducation. Paris, 1976. 253 p. 92-64-21436-4 FREN
The purpose of this /OECD/ report is to examine the present situation of /educational leave/ in /Europe/ and /USA/ and its implications for future /educational policies/ - Subjects include /educational legislation/ and the recognition by the /ILO/ of the right to educational leave, /recurrent education/ and /lifelong education/. The European situation is examined according to principles and /educational aims/, length and type of training, /financial policy/, /participation/ by /workers/. There follows a survey of the present position in USA and of future issues in both continents - changing /social factors/, the gap between education and the world of /industry/ etc. Part II describes national situations in /Germany FR/, /Belgium/, /Denmark/, /France/, /Italy/, /Netherlands/, /UK/, /Sweden/ and /Yugoslavia/.

(605)
01884 UIE/00119
O'Toole, J. Education, work, and the quality of life. In: Vermilye, D.W. Lifelong learners - a new clientele for higher education, p. 12-21.
This article deals with the relationship between /educational background/ and /employment/, including /job satisfaction/, in the /USA/ - The present distinction between /age groups/ and the corresponding activities, i.e. youth and learning, adults and employment, elderly people and retirement, aggravates social disadvantages and segregation of generations. Inadequate /career counselling/ and lack of opportunities for /apprenticeship/ complicate transition from school to work and from job to job. Higher and higher /credentials/ are required for the same work, which leads to dissatisfaction among bored employees. The author suggests increased /vocational training/, sharing of /unskilled occupations/, also the introduction of /recurrent education/ and /lifelong education/ as the liberally educated are best able to cope with /social change/ and new life situations.

(606)
02522 UIE/00291
Paolucci, B., et al. Women, families and non-formal learning programs. East Lansing, Mich., Michigan State University, 1976. 102 p. Program of studies in non-formal education. Supplementary series.
This paper examines /female/ influence and the /family role/ in social and /economic development/, as a means of identifying /educational needs/ and developing appropriate /nonformal education/ programmes for /women/ - Although women play a central role in family life and often in the /labour force/ of a nation, /womens education/ is generally neglected. The report examines the connection between the family and /informal education/, nonformal education, /lifelong education/ and school systems; the contributions of families to /human resources development/ (including /physical development/ and /socialization/ of /children/); role and status of women in social and economic development (/women workers/, /housewives/, influence on /literacy/ and /population education/, etc); implications for /programme planning/ within nonformal education. /Bibliography/ after each section.

(607)
01913 UIE/00148 EJ 131 583
Parelius, A.P. Lifelong education and age stratification. American behavioral scientist (Beverly Hills), v19, n2, 1975, p. 208-223.
This study deals with /lifelong education/ from the point of view of /age groups/. The influence of /educational institutions/ in the /USA/ on the differentiation of life-cycle stages and age-based /social attitudes/ and /role perception/ is discussed - Increased numbers of persons requiring /adult education/ make a restructuring of /educational organization/ necessary. Education should become a continuing process integrated with work, family and other major occupations. The paper concentrates on: 1) educational institutions and definition and differentiation of age strata; 2) educational institutions and /age/ as criteria for acquiring and relinquishing social roles. The impact of lifelong education on individual age groups (/adolescents/, /adults/, middle aged-persons and /elderly people/ is discussed, also its influence on the transformation of /socialization/ processes. The author holds that altering the interlock between age and education will affect not only all major institutions but will also make the various stages of the life-cycle subject to redefinition.

(608)
01313 UIE/00066
Parrott, A. Lifelong education and training. Adult education (London), v48, n5, Jan 1976, p. 301-307.
The author discusses the distinctions between /adult education/ and /vocational training/ in /UK/, to what extent they are real, traditional, conceptual or imaginary - Although it may be argued that no such polarity exists there are still powerful, if conflicting, reasons for maintaining distinctions. These are supported by experts from /industry/ and by educationalists, including some engaged in /lifelong education/. The author suggests that /general education/ for /adults/ should cease to consider itself superior and should draw closer to vocational training since future national expenditure will be devoted primarily to the latter. Comprehensive lifelong education represents a profound response to the problems of our day and should not be hampered by outworn distinctions.

(609)
01352 UIE/00105
Permanent education: A compendium of studies commissioned by the Council for Cultural Co-operation. Strasbourg, Council of Europe, 1970. 512 p.
A contribution to the United Nations' International Education Year.
See abstracts 01353 (Schwartz), 01354 (Schwartz), 01355 (Eide), 01926 (Lanti-Laura).

(610)
02468 UIE/00237
Peters, O., Gollhardt, H. Jahrbuch fur Wissenschaft, Ausbildung, Schule, WAS '74. Koln, Verlagsgesellschaft Schulfernsehan, 1973. 270 p.
3-8025-0002-3 GERM
See abstracts 02469 (Edding), 02470 (Siebert).

(611)
02124 UIE/00230
Peterson, R.E., Hefferlin, J.B.L. Postsecondary alternatives to meet the educational needs of California's adults. The final report of a feasibility study prepared for the California legislature. Sacramento, Cal., Postsecondary Alternative Study, 1975. 186 p.
This report explains why California, /USA/, should invest more in /adult education/, and outlines 17 measures to be taken - /Higher education/ should be conceived as /lifelong education/, meeting the /educational needs/ of all /adults/. It should reduce /social disadvantagement/, increase culture and contribute to /economic development/. Seven unmet needs are identified: easier location of /educational opportunities/; need for /educational counselling/; equality for /part time students/; programmes for /disadvantaged groups/; increased /graduate study/ programmes; individualized degree-oriented learning; /certification/ of competence without formal learning. Part II contains seventeen recommendations for meeting these needs; some require adaptation of present /educational resources/, others the creation of new resouces. The role of /junior colleges/, /universities/, /libraries/, /educational television/, etc. is discussed.

(612)
01228 UIE/00234
Phillips, H.M. Basic education - a world challenge. London, Wiley, 1975. 259 p. 0-471-68670-0
This book discusses the possibilities of /educational innovations/ for both /primary education/ and /general education/, with special attention to /educational needs/ in /developing countries/ - Both /school systems/ and /nonformal education/ are discussed as instruments to meet minimum learning needs. The position is taken that nonformal education has to be articulated with the formal system and /recurrent education/. /Compensatory education programmes/ are suggested as an eventual mechanism of articulation. Forces determining /educational development/ are described together with /economic factors/. Various types of educational innovations are exposed and attention is given to /educational planning/ and /teaching methods/. /Statistical tables/ of the development of primary education in 93 countries are included in an appendix.

(613)
02511 UIE/00280
Picht, G., et al. Leitlinien der Erwachsenenbildung. Braunschweig, Westerman, 1972. 299 p. 3-14-16-7092-7 Theorie und Praxis der

Erwachsenenbildung, 92. GERM
See abstract 02512 (Edding).

(614)
02509 UIE/00278
Pineau, G. Education ou alienation permanente? Paris, Dunoc; Montréal, Sciences et Culture, 1977. n.p. FREN
See abstract 02510 (Galpi).

(615)
02503 UIE/00272
Pires, E.A. Training in employable skills and the preparation of teachers. Paris, Unesco, 1977. 9 p. Notes, comments, 13.
This publication discusses the importance of teaching 'employable /skills/' in the /developing countries/, and the concept of /basic education/ which draws formal and /nonformal education/ together - It further considers the implications of such concepts for /teacher education/ and the preparation of specialists in /educational planning/, /curriculum development/, etc. 'Employable skills' include: positive attitudes to work, family, community and lifelong education; /functional literacy/ and numeracy; elementary understanding of scientific principles; /family life education/; /basic skills/ enabling /employment/; political socialization. /Educational strategies/ for improving skill training programmes and teacher preparation programmes are discussed.

(616)
02471 UIE/00240
Pluckrose, H. Open school, open society. London, Evans, 1975. 101 p. 0-237-29141 X
This book discusses /open plan schools/ in /UK/ as they relate to /primary education/ stressing the imporatance of the /community role/ - The author suggests that 'openness' has a much broader definition in terms of /educational objectives/ than is currently assumed. He relates it to the /social environment/, the nature of the /primary school curriculum/, /teaching skills/, expectations of parents and finally, /childhood needs/. Separate chapters are devoted to the nature of children and learning. The /integrated curriculum/ is discussed in connection with the need for /educational quality/ in chanelling interests and making school relevant to life and thus a starting point for /lifelong education/. The /teacher role/ is also focused upon. Finally, /primary schools/ of the /future/ are seen as closely identified with the /community/.

(617)
02817 UIE/00299
Prieur, J. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: France. Training insurance fund. Paris, OECD/CERI, 1977. 10 p.
Continuing /further training/ for /employees/ in /France/, part of a larger system of /recurrent education/, is being given /financial support/ by new /insurance programmes/ - /Contracts between /employers/ and /trade unions/ in accordance with rather wide legislation of 1971 oblige /workers/ and employers to contribute to the costs of vocational training, workers' /salaries/ during training, and various employers' expenses. This system, known as FAF - 'Fonds d'assurance formation' - has several advantages over other methods of financing. It places training in a much broader context (industry versus individual firm) allowing a negotiated rather than a unilateral approach to training. It also strengthens employees' rights to /educational leave/. The establishment, structure and general operation of FAFs is described in detail as are its implications for non-vocational training and training for the self-employed.

(618)
02529 UIE/00298
Prosser, R.G. Jamaica: residential camps and other programs for out-of-school youth. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 131-174.
Most of the /nonformal education/ programmes including residential camps for /out of school youth/ in /rural areas/ of /Jamaica/ were devised to follow up or remedy the defects of the formal school systems - Besides /remedial instruction/ for /children/ and /rural youth/, /higher education/, /literacy programmes/, /vocational training/, and /agricultural training/, learning activities in /youth clubs/ are offered. The programs of the camps, which function as /study centres/ and /continuing education centres/, mainly cater for /youth employment/ and /equal education/. Training is provided in /basic skills/, /general education/ and /vocational education/. However, by 1972 the camp system provided no realistic strategy to meet the needs of the target group. /Costs/ were ten times higher than those of primary schools.

# R

(619)
01880 UIE/00115
Rahnema, M. Education and equality: a vision unfulfilled. Literacy discussion (Teheran, IIALM), v7, n4, 1976-77, p. 97-115.
This paper deals with the difficulties of providing /equal education/ in /developing countries/ - So far /economic development/ has worsened inequality instead of eradicating it. Traditional school systems hinder genuine development by creating an educational elite. Reforms, including the introduction of lifelong education, /nonformal education/ and /adult education/, have not proved as successful as hoped. The author contends that /educational reform/ can only succeed as part of a more general revision of /social systems/; minor adjustments may merely conceal the problem. Various strategies for educational reform and their implications for /educational planning/ are discussed. Greater integration of education and society is essential and different /resource allocations/ may be required.

(620)
01889 UIE/00124
Ramji, M.T., Sujatha, K. The core of non-formal education. Quest in education (Bombay), v14, n1, 1977, p. 26-34.
This article aims to define the essential features of /conceptual schemes/ for /nonformal education/ - The purpose of all education is to achieve balanced /personality development/. /School systems/ and nonformal education should complement each other with this in mind. The latter works continuously through flexible life situations; it is truly /lifelong education/. The efficiency of /educational programmes/ should be judged according to how far they promote personality development - /physical health/, /mental health/, /skills/, /moral values/, etc. 79 'Life Situations' Dimensions of Balanced Personality Development' relating to /rural youth/ in /India/ are quoted, as guidelines for nonformal education workers. The ultimate aim is a desire for

meaningful, lifelong learning. Nonformal education should provide the opportunities for this in a congenial situation.

(621)
02844 UIE/00321
Raphael, T. Everyman's university - a challenge and a new approach to higher education in Israel. Higher education in Europe (Bucharest), v3, n2, 1978, p. 21-24.
Wider /access to education/ and other aspects of /lifelong education/ are being promoted in /Israel/ by one of its /universities/ which is patterned on the concept of /open colleges/ - The openness of 'Everyman's University' is illustrated by such characteristics as a total lack of /admission requirements/, no fixed place of study, freedom of choice in college curriculum, broad content and nature of the /correspondence courses/, an emphasis on learning and educational innovations and flexibility as regards interruption of studies. The University does insist on high /academic standards/ and learning for all at a predetermined pace. In addition to written material, /distance education/ is implemented by such media as television and radio. Twenty-three study centres throughout the country provide individual counselling.

(622)
02815 UIE/00297
Rasmussan, W. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Denmark. Experimental vocational courses with a component of general subjects. Paris, OECD/CERI, 1977. 10 p.
/Denmark/ has introduced an /experimental curriculum/ into its /vocational education/ programme for /semi-skilled workers/ which includes courses in /general education/ - /Vocational training/ has been increasingly emphasized with the growth of /industrialization/. In response the Danish /central government/ has implemented nationwide training programmes since 1960 to promote /occupational mobility/ of /industrial personnel/. In 1972 non-vocational courses were begun in the hope of improving /communication skills/ to help workers understand new situations in both /industry/ and life in general. The details of these courses are discussed and compared with a similar programme for /skilled workers/. The experiment was found to be successful on the whole and will serve as a design for the future in stimulating interest in adult education and recurrent education.

(623)
02823 UIE/00305
Rauh, C., Schlienger, U. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Switzerland. Release from occupational obligations and financing of studies for participants in recurrent education. Paris, OECD/CERI, 1977. 41 p.
/Educational leave/ is one aspect of /recurrent education/ under wide discussion in /Switzerzerland/ - A survey of /labour laws/ and /educational legislation/ reveals that the /central government/ has laid no legal basis for educational leave. A large number of /contracts/ concerning length and /financial support/ for leave exist but only for further training and limited to a small part of the population. These contracts should be unified by a single government act as soon as possible. In this connection, the second half of the paper discusses a document on educational leave submitted by the /ILO/ to the Swiss government. A review of /press/ coverage as well as the minutes of debates in Federal Chambers, reveals the merit of the



document and the /political factors/ involved in the decision making process.

(624)
02519 UIE/00288
Recurrent education. Papers deriving from the Georgetown University Conference on Recurrent Education, March 1973. Washington, National Institute of Education, 1973, 347 p.
See abstracts 02520 (Bengtsson), 02521 (Schade), and ED 094 148 (Mushkin).

(625)
02842 UIE/00319
Recurrent education: its effects on the Austrian education system. Paris, OECD/CERI. 1977. 60 p. 92-64-11715-6
This account of one of a series of seminars sponsored by /OECD/CERI discusses the state of /recurrent education/ in /Austria/ and its effect upon/educational organization/ - Papers were presented on such diverse topics as the role of recurrent education in correcting some of the mistakes in /educational policies/ of the sixties and its relationship to establishments providing /secondary education/, /higher education/ and /adult education/. Papers on recurrent education and /employment/ touched upon such topics as /educational leave/, /unemployment finance/ and the way recurrent education is regarded by both /employers/ and /employees/. More generally the concepts of /motivation/, /lifelong education/ and the /future/ of recurrent education were dealt with.

(626)
00984 UIE/0045
Rée, H. Educator extraordinary: the life and achievement of Henry Morris, 1889-1961. London, Longman, 1973. 163 p. 0-582-36312-8
A /bibliography/ of Henry Morris (1889-1961), British educator and founder of /community schools/ in the /UK/ who may be considered an early advocate of the /lifelong education/ concept - The book discusses Morris' /educational philosophy/ on ending 'insulated schools', of integrating /art education/ into the instructional programmes and of providing /community programmes/ aimed at the interests of all /age groups/. The opening of Swanton village college in 1930 was one of the controversial /educational innovations/ at that time. The book describes the personal crusade of Morris to fund his projects, his legacy of /educational administration/ trained under his guidance and philosophy and his private life.

(627)
01315 UIE/00068 ED 110 783
Regan, P.F., Solkoff, N., Stafford, W.F. Recurrent education in the State of New York. Paris, OECD, CERI, 1972. 40 p. Recurrent education. Policy and development in OECD countries.
The report describes present /higher education/ in New York State, taken as typical of /USA/, then proceeds to examine /recurrent education/ projects in this area - The demand for higher education is rapidly increasing; new /educational organization/ is required to meet high /costs/ and to provide /lifelong education/ for adults who are at present often excluded. Recurrent education involves /individualized curriculum/, /flexible timetabling/ and location, utilization of life experience, intermittent learning and public acceptance of certificates granted. Example projects from the spheres of /general education/, /technical education/ and /professional education/ illustrate the extent to which these requirements are met. Possible future developments and problems

are briefly considered.

(628)
02129 UIE/00235
Regional Seminar on Alternative Approaches to School Education at Primary Level, Manila, 1976. Final report. Bangkok, Unesco Regional Office for Education in Asia, 1977. 45 p.
Organized by Bangkok Regional Office in co-operation with Department of Education and Culture, Government of the Republic of the Philippines, and Unesco National Commission of the Philippines.
This document is concerned with /educational innovations/ at the level of /primary education/ in /developing countries/ in /Asia/. It is a report of the /Bangkok Regional Office/ of /Unesco/ emphasizing /equal education/ by combining /school systems/ with /nonformal education/ - The report reviews defects in primary education in Asia such as high /costs/, concentration on /selection/, /educational wastage/ and /cultural isolation/. It suggests /curriculum content/, and /educational methods/ for ensuring that both school children and /out of school youth/ acquire /basic skills/. It emphasizes achieving this by linking schools with the everyday life of the /community/.

(629)
01349 UIE/00102 ED 111 749
Renwick, W.L. Recurrent education: policy and development in OECD member countries. New Zealand. Paris, OECD, CERI, 1975. 43 p.
92-64-11391-6
This /OECD/ report deals with /educational policies/ relating to /recurrent education/ in /New Zealand/ - The population of New Zealand has always taken a pragmatic and egalitarian view of schools and colleges, the latter being open also to /part time students/. Women students and Maoris receive special attention. It is now aimed to coordinate recurrent education with national policies for social and /economic development/: aspects discussed include /educational planning/; /secondary education/; /lifelong education/; /junior colleges/; /community education/ programmes; /labour market/ policies; /financial support/. In future the task will be to reach wider target groups; in this context /teacher education/ and /adult learning/ materials are discussed.

(630)
01920 UIE/00155
Requzzoni, M. Innovation in in-service education and training of teachers: Italy. Paris, OECD, 1976. 37 p.
Study on /inservice teacher education/ in /Italy/ regarding the /teacher role/ as an important factor in /educational innovations/ and consequently stressing the need of /lifelong education/ for /teachers/ - Although the legislative provisions for inservice education for teachers date back to 1928 the typical Italian teacher tends to be resistant to change. While the old notion of refresher training aimed at improving the teacher's ability to use traditional forms of transmission of knowledge, the Organisation for Teacher Training (O.P.P.I.) established in 1965 has tried to center its /educational programmes/ for /preservice teacher education/ as well as inservice teacher education on the assimilation of knowledge. The teacher should become a trainer in the learning process. This means that he has to learn research methodology, in particular /problem solving/ and utilization of resources.



(631)
02841 UIE/00318
Rescia Pellegrin, M.-L. La formation permanente en Italie: un espoir fou. Education permanente (Montrouge), n38, 1977, p. 5-42. FREN
The 1973 '150 hours' /educational legislation/ in /Italy/ had effects different from the 1971 /educational leave/ law in /France/. The Italian law is leading to a global, integrated and coherent /lifelong education/ system - The French law merely institutionalized what already existed, essentially /recurrent education/. Resulting practice emphasized /teaching methods/. By contrast, the Italian law has transformed /programme content/. Lifelong education there is not merely /vocational training/, but also cultural and /general education/. It questions the traditional /school role/, with its authoritarianism and selectivity, emphasizing /group unity/ and group consciousness among workers at all levels. Consequently, it is leading to a re-examination of traditional structures in industry and relationships among /workers/. This approach is partly administered by existing bureaucracies, so that a unified but pluralistic system is emerging.

(632)
00957 UIE/0018
Richard, P.; Paquet, P. L'éducation permanente et ses concepts périphériques: recherches documentaires. Paris, Editions Cujas 1973. 448 p. FREN
This /bibliography/ is an account of literature concerning /lifelong education/ and its related concepts. It contains 5564 ticles of documents published in French after 1945 - The references are classified into three categories: 1. education in /developed countries/, with six sub-divisions on /youth opportunities/, popular education, /social action/ for /individual development/ and /vocational development/, lifelong education, /educational development/ and participation; 2. education in /developing countries/, with five sub-divisions on basic education, /adult education/, /community development/, /human resources development/ and /functional literacy/; 3. /research methodology/ and /technology/, with four sub-divisions on /educational sociology/, /educational methods/, /social psychology/ and /mass media/. Five annexes are attached in order to facilitate the use of this bibliography.

(633)
02486 UIE/00255
Richmond, W.K. The concept of continuous education. Scottish journal of adult education (Edinburgh), v3, n1, 1977, p. 5-9.
This article discusses the slow emergence of the /lifelong education/ movement in the /UK/, especially as compared to other EEC countries and outlines rationale for its /educational theories/ and practice - The current disillusionment with the existing school system has resulted from several factors including overly optimistic expectations. /Educational policies/ have overburdened the /school role/ with functions formerly carried out by other social agencies. Education has become synonymous with the school system and /certification/ is an end in itself. This must alter in the face of modern /technological advancement/ and /occupational change/. /Recurrent education/ is seen as a step towards lifelong education. The author suggests that reductions in /financial support/ of education may be a blessing in disguise as the growth points of lifelong education are separate from the existing system.

(634)
00940 UIE/0001
Richmond, W.K. Lifelong education. British book news (London),

July, 1973, p. 420-427.
The author stresses the need to translate the concept of /lifelong education/ into action in /developed countries/ like /UK/, particularly England - He assumes that current trends towards more /leisure/ will continue. Thus not only work but desire for self-fulfilment will be the motivation for learning as a continuous process. In a world of mass media he considered learning how to use information and how to adapt to changing circumstances to be of greater importance for the individual's /self actualization/ and /self concept/ than the acquisition of a given corpus of knowledge. Looking at the strong ideological aspect in the international campaign for lifelong education the author doubts whether a feasible solution will be found in time. The British 1944 Education Act also does not make full provision for the realization of this concept. /Bibliography/ p. 425-427.

(635)
02103 UIE/00209
Rogers, J. Adults learning. 2nd ed. Milton Keynes, Open University Press, 1977. 256 p. 0-335-00044-4
This book is addressed to /adult educators/ in /UK/ and supplies information on /adult students/ as well as on /adult learning/ and various /teaching methods/ feasible in /adult education/ - A profile of adult students shows: 1) their motives for joining a class, ranging from /vocational interests/ to desire for /self actualization/; 2) their /educational background/ (the typical adult student has had a better than average education); and 3) their /social background/ (largest social class group represented is 'lower-middle-class', largest age group: 18-34; women men ratio: 3:1). Teaching techniques, problems of mixed /ability grouping/, pros and cons of /group discussion/, /role playing/, /discovery learning/, and - based on the example of the Open University - distance teaching are discussed. An appendix contains addresses from which adult educators, who often have no special training, can obtain advice. /Bibliography/ on basic adult education.

(636)
02811 UIE/00293
Rubenson, K. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Participation in recurrent education: a research review. Discussion paper. Paris, OECD/CERI, 1977. 52 p.
/Student motivation/ and /enrolment/ of /adult students/ in /adult education/ are important /research problems/ in the field of /recurrent education/ - /Social discrimination/ among /adults/ is a great problem. The /educationally disadvantaged/ remain untouched by existing methods of recruitment. Thus the author seeks to construct a paradigm to facilitate research in these areas. The starting point is a discussion of the /conceptual schemes/ of /motivation/. The concepts of valence and expectancy are dealt with as related to previous research. /Self evaluation/, /self actualization/ and /values/ of member and reference groups are found to be of great importance in determining a person's attitude to adult education. The author's own paradigm underlines the importance of /educational quality/ and suggests /educational reform/ in adult education.

(637)
01298 UIE/00051 ED 123 183
Rudolph, H. Recurrent education in the Federal Republic of Germany. Paris, OECD, CERI, 1972. 46 p. Recurrent education. Policy and development in OECD countries.
This paper covers present and possible future aspects of /recurrent education/ as a part of /lifelong education/ in /Germany FR/ - Part I: Present /educational organization/ contains few elements of recurrent education - it offers primarily /continuation education/ through evening school/ (2. Bildungsweg); /vocational schools/ and /continuing education centres/ (Volkshochschule) - although the demand for appropriate /adult education/ is increasing. Part II outlines plans for /educational reform/ to meet the demands of an advanced technological society. Aspects considered include: /educational leave/, administration and tariff agreements, /educational finance/, Labour Promotion Act, regional laws on adult education. The appendix contains tables on participation in various educational fields and the text of the Labour Promotion Act (Arbeitsförderungsgesetz).

(638)
00943 UIE/0004 EJ 101 980
Ryan, L.V. Lifelong learning in churches and synagogues. Journal of research and development in education. (Athens, Ga.), v7, n4, 1974, p. 87-96.
A survey of the ways /religious institution role/ in /USA/ contributes to fostering /lifelong education/ by sponsoring many kinds of /adult education programmes/, particularly in the field of /religious education/ - Identifying data about the increasing number of adults participating in religious oriented programmes and analysing the role of churches and synagogues in the American adult education movement, the author claims that within the future system of a learning society /religious institutions/ and /religious organizations/ show promise of /leadership/ potential not only in terms of adult religious education but for education generally.

(639)
02093 UIE/00199
Rybicki, Z. The university in the perspective of lifelong education. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 54-66.
In this article the author discusses /college role/ in /lifelong education/ from the perspective of the society as it influences /individual needs/ - /Higher education/ should facilitate adjustment to rapid economic change, provide /professional education/ and /teacher education/ of college teachers, ensure development and application of /research/ and, moreover, shape /social attitudes/ according to socialist principles. Student participation in research is more valuable than passive knowledge; types of research centres in /Poland/ are described. Some educationalists call for replacement of /colleges/ by institutions closely connected to production processes, others for rapid development of schools. Whatever line is taken, /access to education/ remains the citizen's right.

# S

(640)
00985 UIE/0045
Salina, A. Aspects de l'education permanente. Lausanne, A. Salina, 1973. 20 p. FREN
This publication deals with /adult education/ as a part of /lifelong education/ in /Switzerland/ - The author presents the current state of adult education, its traditional forms, /educational benefits,

/educational needs/, /guidance programmes/, learning forms and /self instructional methods/. She outlines the communication skills and group factors involved in educational experiences of /adults/ in the community. Further, she mentions some opportunities for lifelong education in other countries. /Bibliography/ p. 20.

(641)
01344 UIE/00097
Sauvy, A., Girard, A., et al. Vers l'enseignement pour tous. Paris-Bruxelles, Elsevier Séquoia, 1974. 174 p. 2-8003-0026-4 Elsevier savoir/formation. FREN

On the basis of /statistical data/ the book examines the extent to which /equal education/ has been realized in /Western Europe/ - After a brief survey of /educational history/ and the /democratization of education/, developments in /Western Europe/ and in /Eastern Europe/ and /USSR/ between 1945 and 1970 are analysed in detail and compared. Reference is made to the concept of /lifelong education/. The authors then attempt to examine the /future/, providing demographic data for the year 2000 and showing possible perspectives for the capitalist and socialist countries to this date. Account must be taken of genetic factors in intelligence in children. The final chapter considers tasks for the future and possible applications of present findings.

(642)
02818 UIE/00300
Sawada. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. Case study: Japan. Graduate School of Business Administration, Keio University. Paris, OECD/CERI, 1977. 13 p.

/Recurrent education/ in /Japan/ is discussed in terms of one of the country's few educational institutions which provides /inservice education/ to /professional personnel/ - Offering one-year and various /short courses/ in /management education/ this institution seeks to meet the demand of industry for qualified personnel. /Questionnaires/ were sent to /graduates/ and /adult students/ engaged in /undergraduate study/ at the school as well as /employers/ of the students and officials of the school itself to evaluate this type of education. The survey revealed a strong demand for /professional education/ and an approval of the /case studies/ method used by the school but only for those students with /employment experience/. Employers expressed difficulties in /selection procedures/ for choosing participants and some complained of excessive programme length and costs. A rather high percentage of participants changed jobs after the course due possibly to lack of utilization of their newly acquired skills by employers. Copies of the questionnaires and responses by percentages are included.

(643)
02521 UIE/00290
Schade, G. Recurrent education for women. In: Recurrent education, p. 139-163.

This paper describes the growth of /womens education/ in OECD countries and the importance of /recurrent education/ as an aid for reducing /social discrimination/ - The author opens with a discussion of the importance of the larger participation of women in education concluding that the emancipation of women benefits society in general. In order to achieve this emancipation /social attitudes/ must be changed. This should be one of the major educational aims and would best be accomplished by a system of recurrent education undertaken by the government with support from the private sector. The author then discusses special facilities needed by women (/child care centres/), suggestions as to the content of training, and concludes with a /cost effectiveness/ analysis.

(644)
02117 UIE/00223
Scheffknecht, J.-J. Continuing education of adults, permanent education and society. In: Council of Europe. Work of consolidation of the evaluation of pilot experiments in the permanent education field, p. 61-124.

This report gives an account of the schemes studied by the Steering Group on /lifelong education/, with reference to current changes in /adult education/ in /Western Europe/ - The principle subjects covered are: individual and collective /educational improvement/ schemes, including help for the /educationally disadvantaged/, /community programmes/ and /community development/ schemes; /vocational training/, /recurrent education/ and /educational leave/; /political education/. /Pilot projects/ in 10 European countries are discussed. In addition to the above subjects they include: /workers education/; /educational television/ for /rural areas/; /continuing education centres/; democracy in industry; /open colleges/ and open schools. The final section discusses lifelong education in the context of /social change/ and the danger of 'permanent schooling'.

(645)
02517 UIE/00286
Schmitz, E. Zur Begründung von Weiterbildung als einer 'recurrent education'. Neue Sammlung (Göttingen), Sonderheft 7, 1975, p. 69-95. GERM

This paper examines the possibility of organizing continuing education in /Germany FR/ on the lines of /recurrent education/ or lifelong education - The author distinguishes between three types of /adult education/: 1) professional socialization including /vocational education/ in /secondary schools/, /technical colleges/, /universities/, etc. and in industry; 2) cultural and /political socialization/ including social sciences, liberal arts, /population education/, etc. at /continuing education centres/; 3) education for members of organizations, like training given by political parties and other organizations to their members. Of these only the first type is adaptable to recurrent education. Further sections deal with questions of curriculum and /student motivation/. Motivation is greater after /work experience/, but only where there are good chances of /occupational advancement/. Finally, recurrent education could take pressure off universities and contribute to /equal education/.

(646)
02804 INNO/01159
Schools Commission. School and work: a discussion paper. Canberra, 1977. 23 p.

This discussion paper examines the /school industry relationship/ within the general context of aims and functions of /secondary education/ in /Australia/ - Three types of pressures are put on schools. Students and parents expect the school to help in the competition for upward /social mobility/. Then the school assumes a socialization function and is supposed to contribute to the /individual development/ of the students. Finally, there are the demands that the school raise or maintain the /educational background/ of society. /Secondary school curriculum/ at higher levels continues to lay emphasis on general intellectual development as required not only for higher education but

also for /employment qualifications/. To achieve /equal education/, any significant differentiation in curriculum should be postponed to later stages and every effort made to prevent /dropping out/ from basic competition for reasons of socioeconomic background or ethnic factors. Elective /vocational education/ oriented courses can be introduced into curriculum. Schools can not be made responsible for youth unemployment; the world of work and the basic expectations of the community should be closer matched. However, it is the role of educational institutions to provide a system of /recurrent education/ which allows workers to move to higher status occupations.

(647)
02854 UIE/00331
Schuller, T. Education through life. London, Fabian Society, 1978. 28 p. 65 p. 7163-2047-9 Young Fabian pamphlet 47.

A general move towards socialism in the /UK/ entails a definition of /educational policies/ underlying /recurrent education/ and /lifelong education/ to realize the goal of /democratization of education/ for adults - Necessary changes include the shifting of /educational resources/ from youth to /adult education/ and the closer cooperation between education and the /labour market/ in such problems as /unemployment/ and /access to education/ for the /educationally disadvantaged/. Better /information services/, more flexible /admission requirements/ with an emphasis on /employment experience/ and the use of /transfer classes/ and /short courses/ would also further the goal of /equal education/. /Trade unions/ should press for paid /educational leave/. Democracy should pervade life at all levels by means of greater participation of individuals through education. Methods of distributing /educational finance/ should be reconsidered as should alternative sources.

(648)
01354 UIE/00107
Schwartz, B. Continuing education for adults. In: Permanent education, p. 73-111.

The author presents /conceptual schemes/ dealing with /lifelong education/ programmes and institutions specifically geared to /adult learning/ - The first step is to expand /educational opportunities/ 'at all times and in all places' account for /bias/ and negative /social attitudes/. /Adult education/ must rest upon a coherent education system starting with schools for young people, then a variety of local /continuing education centres/ offering /audiovisual instruction/ and /group instruction/ integrated with cultural civic and social /community organizations/ (to break the educational monopoly), and, finally, /national regional planning/ and /national regional programmes/ to assist in the training of teachers, resource distribution, research and project development. The author stresses the need to catch everyone in his ordinary surroundings. For /financial support/ he suggests that by 1985, 6% of GNP be spent on education and 20% of that (1.2% GNP) on adult education. A 'right to education' of 660 hours per lifetime after leaving school, half of which is compensated, is recommended.

(649)
00956 UIE/0017
Schwartz, B. L'education demain. Paris, Aubier Montaigne, 1973. 333 p. GREN

Une étude de la Fondation européenne de la culture.

The concept of /lifelong education/ is considered as the basis for /educational development/ in the future - This concept involves /preprimary education/ as an instrument for /equal education/ and educational systems capable of giving everybody /educational opportunities/ during his lifetime as well as /educational facilities/ for continuous learning, /individual development/ and fostering of /cultural activities/. In order to facilitate these /educational policies/, the author proposes /educational reform/ concerning /educational organization/, /educational methods/ and /programme content/ as well as /teacher education/. /Bibliography/ p. 323-324.

(650)
01353 UIE/00106
Schwartz, B. A prospective view of permanent education. In: Permanent education, p. 45-72.

The author presents /conceptual schemes/ and a brief description of key factors when designing a /lifelong education/ system/ - He broadly outlines /educational objectives/ from national to classroom levels, stressing /participant involvement/ in their formation. He discusses the /educational aims/ of school level education: occupational training, sensitiveness to out-of-school possibilities, and instillment ability and desire to continue learning are the responsibilities of schools. The author suggests /art education/, /technical education/ and /civics/ curricular supplements for all students. He suggests a four-part /curriculum development/ offering units in information acquisition, means of expression, tools and methodologies. The report makes suggestions for implementation.

(651)
02116 UIE/00222
Schwartz, B. Secondary and tertiary education. In: Council of Europe. Work of consolidation of the evaluation of pilot experiments in the permanent education field, p. 33-60.

This report deals with /secondary education/ and /higher education/ in /Western Europe/ in the context of /lifelong education/ - Post-compulsory education is similar in most European countries, being divided into separate sectors largely dependent on students' /socioeconomic background/. /Educational guidance/ at 16 is essential. The report discusses ways of improving guidance, e.g. by integrating /secondary schools/, through adjusted /secondary school curriculum/, /individualized instruction/ and better /student evaluation/. Section II discusses new concepts of /general education/ and improvement of /vocational education/. Section III examines the new /teacher role/ and reformed preservice teacher education/ and /inservice teacher education/. A final section covers new functions of /colleges/, (vocational education, permanent education). /Case studies/ from various European countries are quoted throughout.

(652)
01895 UIE/00130
Sener, C.J., Smith, B. Continuing education for Bell System employees: the role of the Bell System Center for Technical Education. IEEE transactions on education (New York), vE-19, n3, 1976, p. 109-114.

This article describes /inplant programmes/ at Bell Systems, /USA/, a vast corporation engaged in /telecommunication/ - Telephone technology changes rapidly. Constant /engineering education/ is required to keep pace with /technological advancement/. Training in marketing and /management education/ are also given. Whilst /on the job training/ covers most practical /skills/, centralized /inservice education/ for advanced students has the advantage of providing access to complex and expensive /mechanical equipment/ not otherwise available. The Technical

Education Center offers /full time training/ and /independent study/ programmes of varying length. The article covers educational administration, staffing, /costs/; great importance is attached to /curriculum development/, constant /programme evaluation/ and adaptation to new knowledge. /Educational objectives/, /teaching methods/, /educational technology/ and general facilities are described.

(653)
01319 UIE/00072
Shukla, N.N. Development of curriculum. Facilitating teacher education on the basis of the principles of lifelong education. An assignment of Unesco Institute for Education, Hamburg. Bombay, H.J. College of Education, 1976. 106 p.

This is a report of a /teacher college/ in /India/, aimed at developing a /teacher education curriculum/ implementing and diffusing the concept of /lifelong education/, within a project initiated by /UIEH/ - The objectives were: to instruct /teacher educators/ in the principles and practice of lifelong education; to prepare curriculum on lifelong education as an independent subject and to adapt existing /syllabuses/ to the new concept; to prepare new /teaching methods/ and /testing/ programmes; to evaluate the effect of the new concept on teacher educators and students. The methods employed and the results of the project are described and, where possible, tabulated. Despite the limitations of time and existing university requirements, students and staff reacted favourably to the innovations.

(654)
00986 UIE/0047
Shukla, P.D. Life-long education. New Delhi, Orient Longman, 1971. 114 p.

This report makes a plea for /lifelong education/ with special reference to the problems of /adult education/ in /India/ - Owing to /technological advancement/ India is going through a process of radical change and a breakdown of tradition. The population explosion and the high rate of /illiteracy/ are the main obstacles to lifelong education. Literacy is promoted by /provincial government aid/, /pilot projects/, /educational institutions/ and, most powerfully, by the /mass media/. The author analyses the reasons for the relative ineffectiveness of the Indian /trade unions/ compared to the West German DGB and the British trade unions. An essay on the abolition of /illiteracy/ in the /USSR/ is added as one of three appendixes.

(655)
01312 UIE/00065 ED 118 024
Shulman, C.H. Premises and programs for a learning society. Washington, D.C., American Association for Higher Education, 1975. 48 p. ERIC/Higher education research report, no. 8.

New educational /models/ of /lifelong education/ in /USA/ and /recurrent education/ in /Europe/ make /higher education/ accessible to all persons beyond traditional school age - The fundamental idea behind these models is that of a 'learning society' which accommodates /social change/ and changing personal aims and promotes /equal education/. American /adults/ are showing increasing interest in higher education and American /colleges/ are making efforts towards expanding the lifelong education concept. Some of the widespread changes advocated by proponents of lifelong education will probably be restricted by the decentralized /educational organization/ in USA, but such programmes will receive increased /financial support/ from federal and state sources.

(656)
02470 UIE/00239
Siebert, H. Lebenslanges Lernen in der DDR. In: Jahrbuch für Wissenschaft, Ausbildung, Schule, WAS '74, p. 75-80. GERM

Establishment of /lifelong education/ would require favourable /social policies/, appropriate /educational organisation/, and solving of /curriculum problems/. This paper discusses the extent of development in these areas in /German DR/ - A high level of individual /motivation/ exists, mainly as a result of moral, not legal, pressure. There are also material /rewards/ such as salary increases. Institutions of various kinds offer /adult education programmes/, while there are extensive /work study programmes/ as well as /correspondence courses/, often coordinated with /educational television/. /Educational methods/ in out of school education are adapted to the needs and interests of /adults/, and the /school role/ is that of providing a basis for later learning. Despite progress, many /research problems/ remain unsolved, while it is clear that lifelong education is not a substitute for sound schooling.

(657)
01321 UIE/00074
Singapore. Institute of Education. An experimental study on teacher preparation in accordance with the principles of lifelong education. Singapore, Institute of Education, 1975. 81 p., annex.

This is a report of a /teachers college/ in /Singapore/ using the principles of /lifelong education/ as a basis for /teacher education curriculum/ within a project initiated by /UIEH/ - Teacher education is considered the most suitable point at which to start implementing lifelong education in Singapore. The project aimed to produce a new curriculum giving /student teachers/ insight into lifelong education; to develop suitable learning and /teacher procedures/; to adapt present college procedures to the new concept; to locate and develop /reading materials/ on the subject; to conduct /programme evaluation/; to ensure /diffusion/ of information to practising teachers. Results are given under broad subject headings, e.g. institutional changes. Sample assessment forms and questionnaires are included.

(658)
02125 UIE/00231
Skager, R., Dave, R.H. Curriculum evaluation for lifelong education. Developing criteria and procedures for the evaluation of school curricula in the perspective of lifelong education: a multinational study. Oxford, Pergamon Press for Unesco Institute for Education, Hamburg, 1977. 140 p. 0-08-021816-4 Advances in lifelong education 2

Three /research projects/ coordinated by /UIEH/ developed /criteria for /curriculum evaluation/ in schools in the light of /lifelong education/ - After defining lifelong education, research teams in /Japan/, /Romania/ and /Sweden/ isolated relevant curriculum components including /course objectives/, /curriculum planning/, /teaching methods/, /learning activities/, /instructional materials/ and /evaluation methods/, and identified criteria for determining how extensively lifelong education had be implemented in these areas. The criteria adopted included emphasis on /integrated curriculum/, orientation to /self actualization/ and self evaluation/, and degree of /democratization of education/. Concrete examples of each criterion for each curriculum component are listed. Finally, a /comparative analysis/ of the three national reports

in terms of curriculum content, teaching methods, learner characteristics and /school community relationship/s develops suggestions for improving national curricula in the countries involved.

(659)
02812 UIE/00294
Skard, O. Meeting of National Delegates on Developments in Recurrent Education, Paris, 1977. The implications for recurrent education of the working environment. Discussion paper. Paris, OECD/CERI, 1977. 28 p.
The connection between /recurrent education/ and the /work environment/ is examined with reference to /EEC/ countries with specific examples from /Norway/ - The influence of work upon /attitudes/ towards /adult learning/ is discussed in terms of job patterns and changes they are undergoing. Educational policies, particularly the concept of /democratization of education/, will also necessarily affect the success of recurrent education in reaching /workers/. However, school systems and /adult education programmes/ have failed to reach the /educationally disadvantaged/. This can be done through /motivation/ within the work environment in which the degree of workers' /participation/ in decision making and the teaching methods used by industry are important factors.

(660)
02106 UIE/00212
Smith, V., Barr, R., Burke, D. Alternatives in education: freedom to choose. Bloomington, Ind., Phi Delta Kappa, 1976. 172 p.
0-87367-418-9
/Educational organization/ in the /USA/ involves homogeneous /compulsory education/ for all children, but to achieve /democratization of education/ and foster /self actualization/ according to each child's /individual needs/, alternative schools are necessary - They differ from conventional schools in /school organization/, /curriculum/, use of /educational resources/ and /administrative policies/. They are responsive to perceived /educational needs/, /attendance/ is voluntary, elitism is avoided and /decision making/ is participatory. Curricula emphasize /activity learning/, developing the /school community relationship/, /career education/ and sense of /responsibility/. The book includes /case studies/ on the adoption of various alternative schools in one city, and discusses practical requirements including developing /work education/, fostering pluralistic /cultural policies/, using varied /classroom environment/s and responding to /individual differences/ among learners. Finally, it reviews /educational development trends/ in the area.

(661)
00967 UIE/0028
Spaulding, S. Life-long education: a modest model for planning and research. Comparative education (Oxford), v10, n2, June 1974, p. 101-113.
This paper describes and evaluates six possible /models/ that may contribute to a process-oriented approach to conceptualization of services for /lifelong education/ - The models are ranged along the dimension of formal education, /nonformal education/, /informal education/ and illustrated by examples featuring traditional /school systems/, /community education/ facilities and /mass media/ services. The article also discusses /administrative problems/, /social factors/ and /political issues/ involved in /educational planning/ for each of these models.



(662)
01323 UIE/00076
Standing Conference of European Ministers of Education. 9th session. Stockholm, 9-12 June 1975. Country reports and statements from Iceland, Malta, the Netherlands, Sweden and the United Kingdom. Strasbourg, Council of Europe, 1975. 65 p.
See abstracts 01324 (Iceland), 01325 (Malta), 01326 (Van den Berg), 01327 (Bengtsson), 01328 (United Kingdom).

(663)
01931 UIE/00166
Stapel, C. Dutch adult education in its way to an 'open school' system. In: Council of Europe. Developments in adult education structures, p. 73-104.
This report deals with efforts in the /Netherlands/ to create a /lifelong education/ system in which /adult education/ may become an integral part of /school systems/ - The author describes the evolution of adult education in the Netherlands linked with the changing /socioeconomic background/ of the Dutch population from the Middle Ages to nowadays. While in former times /continuing education centres/ had no connection with school education, since 1973 various /central educational agencies/ (Minister of Education, Minister of Culture, Recreation and Social Work, Minister of Labour) have planned the development of an 'open school'. Being an autonomous institution integrated in the whole 'education empire' the open school is primarily designed to reach /educationally disadvantaged/ of all age groups. A programme aiming at bridging the gap between primary and lower secondary education makes use of /educational media/ and /educational television/ as well as teachers.

(664)
02474 UIE/00243
State planning for lifelong learning: improving access for all citizens. A report of a national invitational conference held in Orlando, Florida, February 20-22, 1977. Tallahassee, Florida, State of Florida, Department of Education, 1977. 209 p.
This is a report of a conference organized to discuss the implications of /educational legislation/ promulgated by the /central government/ in /USA/ on /access to education/ for all citizens, particularly concerning /lifelong education/ - In 1976 the 'Education Amendments' were enacted, encompassing the ideas of lifelong education, 'educational information programmes' and the expectation of state participation in providing greater /educational opportunities/ at the /higher education/ level. This report deals first of all with state /policy formation/ for lifelong education. Second is the concept of 'educational brokering' (the linking of /adult students/ with educational opportunities such as /information services/, /adult counselling/ and /referral/ services, etc.) Part of the paper is devoted to the role of /junior colleges/ in lifelong learning.

(665)
00963 UIE/0024
Stoikov, V. The economics of recurrent education and training. Geneva, International Labour Office, 1975. 115 p. 92-2-101163-1 AWEP study on education and employment.
This book presents and uses /conceptual schemes/ for considering /educational economics/ of /lifelong education/ applicable to /developed countries/ and /developing countries/ that focus on the costs of postponed /educational development/ and on /further training/ - concluding

that postponement is economically and socially (efficiency and equity) costly, but that /recurrent education/ is productive. The author suggests three /educational programmes/ for developing countries: 1) the intensive programme for the preparation of industrial labour in /Brazil/ (emphasizing upgrading of skills); 2) the 1971 /ILO/ comprehensive employment strategy mission to /Sri Lanka/; 3) official programmes to develop the training component of new industrial enterprises.

(666)
02095 UIE/00201
Suchodolski, B. The aims of teaching at different levels of the national education system in the light of lifelong education. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 103-110.
The author examines changes in /educational aims/ related to the /democratization of education/ in /Poland/, which would be brought about by the introduction of /lifelong education/. - The /school role/ needs redefining as the importance of /out of school education/ and /higher education/ increases. Schools should not aim to provide /terminal education/ but develop initiative, /interests/, ability for self-instruction, etc. An understanding of the /physical environment/ and /cultural environment/ is essential. Subjects of study should be directed towards this. Higher education should be reorganized to provide /educational opportunities/ to all /age groups/ including employed students. The author stresses the importance of freeing education from unfavourable traditions, especially those tending to place /working class/ students at a disadvantage.

(667)
01334 UIE/00087
Suchodolski, B. Lifelong education: some philosophical aspects. In: Foundations of lifelong education, p. 57-96.
A study on /educational philosophy/ applied to /lifelong education/ as part of the /interdisciplinary approach/ followed by /UIEH/ - The author traces the origin of lifelong education in the /compensatory education/ role of /adult education/ but it has now become a comprehensive principle for constructing /educational theories/. Responding to /social change/, /technological advancement/ and improved /communications/, education has to meet the test of the reality of social life. He examines the /values/ of contemporary /social systems/, especially as resultants of modes of production and consumption, and sees /humanism/ as the value system that is embodied in the lifelong education of the future.

(668)
02070 UIE/00176
Suet, P. La formation continue en 60 questions après l'avenant du 9 juillet 1976. Paris, Centre inffo, Chotard, 1976. 139 p. FREN
This book provides information for /employees/ in /France/ wishing to exercise their right to /recurrent education/ under the new /educational legislation/ of 9.7.1976 - Everything employees need to know about /educational opportunities/, their rights and the duties of their /employers/ is set out in the form of 60 questions and answers; they cover in particular the conditions under which /educational leave/ can be granted, and /income/ during leave. The book can either be used for reference on specific points or read as a whole to give a general picture of lifelong and recurrent education for the working population of France. Illustrations and clear print and layout are used to facilitate understanding.

(669)
00416 SIRE/00284
Sweden. Ministry of Education. International Secretariat. Conference of Ministers of Education of European Member States. Reply to questionnaire MP/4114/4. Stockholm, 1973. 38 p.
Official report from /Sweden/ for the 2nd Conference of Ministers of Education of European Member States convened by Unesco on the theme of /higher education/ - stresses the importance of /international cooperation/ especially with Nordic countries in the field of higher education. Measures to grant equal /access to education/ at this level are enumerated followed by a description of /educational organization/, /educational administration/ and management for the higher education system. Adult /enrolment/ is encouraged through part time courses and /correspondence courses/ in the context of a plan for /recurrent education/. /Financial support/ for students and /student welfare/ measures are largely provided.

(670)
01345 UIE/00098
Symposium européen sur la préparation de l'adolescent à l'éducation permanente dans l'optique de la prévention de l'inadaptation sociale. Vaucresson, France, 1970. La préparation de l'adolescent à l'éducation permanente dans l'optique de la prévention de l'inadaptation sociale: rapport final. In: Bulletin de l'Union Mondiale des Organismes pour la Sauvegarde de l'Enfance et de l'Adolescence (Paris), n28, 1970. 38 p.
This document is the final report on a European conference on /lifelong education/ as a means of preventing /maladjustment/ - Three main topics were discussed: 1) To what extent is lifelong education possible? Will increased /leisure/ time be devoted to /cultural activities/ or to material gain? 2) How do /adolescents/ view it? 3) How /educational organization/, /teaching methods/, /facilities planning/. It was agreed that it is important to furnish young people with the means of developing all their physical, practical, intellectual and artistic ability; exchange of information and use of pilot projects and existing educational facilities should aid the search for new /educational methods/. The text of the working paper and the introductory lecture are included.

(671)
02492 UIE/00261
Symposium on the Contribution of Persons other than Teachers to Educational Activities in the Perspective of Life-Long Education, Paris, 1976. Paris, Unesco, 1976. 1 v.
This document reports the outcomes of a /Unesco/ conference on the use of /teacher aides/ without /teacher qualifications/ as /teachers/, within the framework of lifelong education - The need to use nonprofessional teachers stems from the /teacher shortage/ in many /developing countries/, and from the need, in all countries, to link schools with /work experience/, social environment and national culture. Other advantages include recognition of alternative modes of expression such as dance, drama and games, and linking of formal and /nonformal education/. 'Points of resistance' include the traditional separation of schooling and work in developed countries, questions of /teacher status/, and the need to develop methods of /teacher education/ for nonprofessionals. Individual country reports describe problems of /administrative organization/, /financial policy/, clarification of roles, and development of appropriate training.

(672)
02074 UIE/00180
Symposium on the Role of Higher Education in Life-long Education, Moscow, 1974. Final report. Paris, Unesco, 1974. 32 p.
Final report of a symposium on /college role/ in /lifelong education/ - In this context the /educational organization/ of /higher education/ was discussed together with /educational methods/, /curriculum development/, /teacher education/ and /educational research/.

(673)
02075 UIE/00181
Symposium on the Role of Higher Education in Life-long Education, Moscow, 1974. Supplement to final report. Paris, Unesco, 1976. 69 p.
Contributions on the theme of a symposium on /educational development/ and /college role/ within the framework of /lifelong education/ - For this purpose opinions and proposals are formulated with regard to /higher education/ in /USA/, /USSR/, /Singapore/, /Germany FR/, /Arab countries/, /Czechoslovakia/, /Zambia/, /Japan/, /Canada/, /India/, /Italy/, /France/, /Germany DR/, /Egypt/, /UK/, /Poland/.

(674)
02091 UIE/00197
Symposium on School and Lifelong Education, Warsaw, 1974. School and lifelong education. Warsaw, Polish Scientific Publishers, 1976. 292 p.
Proceedings of a symposium organized by the Pedagogical Institute of the University of Warsaw and the Institute of School Programmes of the Ministry of Education.
See abstracts 02092 (Wroczynski), 02093 (Rybicki), 02094 (Wlodarski), 02095 (Suchodolski), 02096 (Maciaszek), 02097 (Okon), 02098 (Szewczuk), 02099 (Wolczyk).

(675)
02098 UIE/00204
Szewczuk, W. Development of creative thinking in school and preparation for self-education. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 154-169.
The author aims to show how schools should prepare children for /lifelong education/ by developing /creative thinking/ - The aims of lifelong education should be the achievement of /productive living/ including participation in nonprofessional life for the good of the community, (here /Poland/). Education should promote the independence essential for solving complex problems; students should gradually form a 'life plan' incorporating long-term goals and creating the desire for /independent study/. The author defines 'thinking', which he considers the foundation of independence. Stimulation of creative thinking depends on suitable /textbook content/ and /teaching methods/; as well as on interactive /student teacher relationship/. Finally, postulates are given for the preparation of school programmes and textbooks; the importance of /curiosity/ is stressed/

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(676)
02862 UIE/00339
Tillıam, P.C. Staff development training programmes: some methodological comments. Tehran, National Centre for Adult Education and Training, 1976. 71 p. Research report 16.
This research report studies /teacher education/ of /instructional staff/ (particularly /adult educators/ and literacy teachers) and proposes various /educational innovations/ for possible use by /Iran/ in upcoming /literacy campaigns/ - Staff training can be an effective aid to work and learning or it can be a boring return to school. The author seeks to evaluate various aspects of /educational objectives/ and /teaching techniques/ so as to arrive at practical /educational methods/ to insure a high level of interest and effectiveness in training. His discussions of /methodological problems/ are far-ranging and include such concepts as /lifelong education/, 'institutional learning capacity', as well as pedagogy, curriculum and /evaluation/. The appendix to the report consists of specific objectives of the Iran National Literacy Crusade followed by an index of the numerous concepts discussed in the report.

(677)
01348 UIE/00101
Tough, A.M. Learning without a teacher: a study of tasks and assistance during adult self-teaching projects. Toronto, The Ontario Institute for Studies in Education, 1969. 92 p. Educational research series, no. 3.
This monograph, prepared in /Canada/, and addressed primarily to researchers in /adult education/ and /lifelong education/, shows the means employed by 40 /college graduates/ who had attempted /independent study/ - It attempts to answer the following questions: 1) What /learning activities/ does the self teacher perform, how frequently, for how long? Which tasks seem essential? 2) What /learning difficulties/ does he encounter? 3) How much help is received and from whom? The book also covers /resource materials/, /motivation/ and /decision making/ in self teaching. Chapter III gives examples of this /educational practice/ in schools, colleges, universities and adult education. The author concludes that a great many persons teach themselves and receive an extraordinary amount of assistance in their efforts.

(678)
01921 UIE/0 156
Trevisini, T. Non-formal education and teacher-participation in French-speaking Africa South of the Sahara. Paris, Unesco, 1975, 75 p.
Working paper on the state of /nonformal education/ in /French speaking Africa/ as a basis for formulating recommendations for the improvement of /teacher education/ and /teacher participation/ - Analyses various types of nonformal education in /Africa South of the Sahara/ and their contribution to /primary education/, /vocational training/ and /agricultural training/, particularly for /youth/; also considers /teaching methods/, /literacy/ and /curriculum development/, points out the importance of /educational reform/ in /community education/, refers to the problems of /student promotion/ on the level of primary education and the relation between nonformal education, /adult education/ and /lifelong education/. /Bibliography/ p. 65-75.

(679)
00987 UIE/0048
Tricot, M. De l'instruction publique à l'éducation permenente. Paris, Tema-éditions, 1973. 180 p. 2-7142-0003-6 FREN
This book traces /educational development/ in /France/ from the /public education/ concept to the introduction of a /lifelong education/ policy - The author first analyses the close relationship between /secular education/ and French /educational policies/ since 1789. He then emphasizes the concept of secularism as an /educational background/ in the national /educational system/. However, he insists that /democratization of education/ can only be achieved by encouraging and

facilitating the implementation of lifelong education in school and in /out of school education/. /Bibliography/ p. 176-177.

# U

(680)
02494 UIE/00263 EJ 101 976
Ulmer, C. Remediation as a lifelong learning activity. Journal of research and development in education (Athens, Ga.), v7, n4, 1974, p. 43-55.
This article discusses /literacy/ education, its growing importance in /adult education/ and its nexus with lifelong education by focusing on the problem of /illiteracy/ in /USA/ - Attempts to increase literacy by both public school systems and the private sector have failed. The author traces the social and philosophical setting for these programmes and examines the reasons for their failure. Although /financial support/ from the /government/ is adequate, the people most in need of the programme were not being reached. Present literacy programmes are also examined and recommendations made for future ones. The author concludes that the need for literacy programmes within the setting of lifelong education is great, and that this need continues to be best satisfied by public school systems, and public school teachers, if they are willing to make the necessary changes and accept the task.

(681)
01328 UIE/00081
United Kingdom. Department of Education and Science. United Kingdom. In: Country reports and statements from Iceland, Malta, the Netherlands, Sweden and the United Kingdom, p. 60-65.
This /conference report/ on /lifelong education/ in the /UK/ is one of the country reports presented at the ninth session of the Standing Conference of European Ministers of Education in 1975 - The report is a commentary on Leonard Cantor's 1974 report on continuing education published by OECD-CERI. It presents definition problems within the educational community, concerning /adult education/ and /recurrent education/. The report discusses the implementation of a national system of /educational certificates/, /inplant programmes/ supported by tax exemptions and grants, and /instructional television/ for /illiterate adults/ supplemented with a /tutoring/ programme. Emphasis is given to long term continuing education /residential colleges/. The report concludes with the principle that adults should have equal /educational opportunities/.

(682)
02068 UIE/00174
Unesco and the development of adult education. Prospects (Paris, Unesco), v7, n2, 1977, p. 228-237. ENGL FREN SPAN ARAB
/Occupational change/ and /social change/ have made /adult education/ necessary, and as a result /Unesco/ has worked out standards for its development - Adult education is a prerequisite for /lifelong education/ and has similar /educational objectives/ such as democratization of education and self expression which are true for all societies including developing countries. However, specific /educational strategies/ will differ according to /community characteristics/. /Research problems/ in the area are identified, including the need for study of economic and sociological factors. Needs are listed such as development of instructional materials, programme evaluation and provision of guidance for adults. Content, methods and recruitment and training of adult educators are also discussed, as well as relationships of adult education with schools and with work.

(683)
02100 UIE/00206 ED 086 898
Unesco. Bibliographie sur l'éducation permanente. Paris, 1973. 47 p. DOCUMENT NO. ED/WS/359/Rev.1 FREN
A /bibliography/ containing 364 entries on /lifelong education/ as such, i.e., a concept integrating all aspects of education into a meaningful whole, as defined by the major international agencies - The various sections cover: /conference reports/; documents and publications by /Unesco/ and the /Council of Europe/; other individual or collective studies; articles from journals; special issues of periodicals; further bibliographies and periodicals on lifelong education. Documents included are in English, French or Spanish.

(684)
01304 UIE/00057
Unesco. The school and continuing education: four studies. Paris, 1972. 256 p. ENGL FREN
See abstracts 01305 (Dumazedier), 01306 (University of Syracuse), 01307 (Kotasek), 01308 (Allovard).

(685)
01235 INNO/00614
Unesco Regional Office for education in Asia. Exploring new directions in teacher education: experiments in the preparation and training of teachers in Asia. Bangkok, 1976, p. 137-245.
Studies prepared for the Asian Centre of Educational Innovation for Development (ACEID).
The volume of /case studies/ on /educational innovations/ in /teacher education/ in /Asia/ issued by the /Bangkok Regional Office/ describes eight projects focused on changes in institutions, /teacher education curriculum/ and methods - An /inservice teacher education/ centre at prefectural level in /Japan/ combines /educational research/ with /group activities/. Three /Singapore/ cases show the development of /teacher centres/ linked to /experimental schools/, programmes at preservice and inservice level aimed at producing /teacher developed materials/ and increased roles for the /teachers colleges/ in research and the /diffusion/ of new ideas. In /Malaysia/ a /modular approach/ has been tried successfully for producing self-instructional packages; another college has opened inservice courses for /vocational agriculture teachers/. For /India/, changes in the Baroda Centre of Advanced Studies in Education are described, including pioneer work on /microteaching/ and /programmed instruction/.
See also abstracts 01909 (Wuthisen), 01910 (Eslao), 01911 (Buch), 01912 (Chin Long Fay).

(686)
01357 UIE/00110 ED 143 771
Unesco Regional Office for Education in Asia. Regional Seminar on Lifelong Education and the Curriculum, Chiangmai, Thailand, 1976. Lifelong education: the curriculum and basic learning needs. Final report. Bangkok, 1976. 32 p.
Report on one of the /educational seminars/ in /Asia/ organized by the /Bangkok Regional Office/ to consider /lifelong education/ and its application to /curriculum development/ - After examining /educational goals/ the seminar set out principles for improving curricula at the

basic school level.

(687)
01356 UIE/00109
Unesco. Unesco General Conference, 19th session, Nairobi. Results of completed studies and projects undertaken by Unesco in the domain of lifelong education. Paris, 1976. 12 p. FREN ENGL SPAN
Unesco 19C/75.
A report on /lifelong education/ submitted to the /Unesco General Conference/ in 1976 traces recent activities of the Organization - which have led to /conceptual schemes/ in this area, including /field studies/, /educational seminars/ and the services of /international educational consultants/. The conclusion shows that lifelong education has become an informing principle in much of Unesco's work in education, focused on assisting Member States to renovate their national systems of education.

(688)
00310 SIRE/00273
Unesco: IBE. International Conference on Education, 34th Session, Geneva, 1973. Final report. Paris, 64 p.
/Conference report/ of the 1973 /ICE/ and /international instruments/ on the relationship between /secondary education/, /vocational education/, /technical education/ and /employment/ - The debates revealed the present tendencies of integrating /general education/ with vocational and technical education, search for better /school industry relationship/ and the introduction of /work education/ in schools. /Recurrent education/ appears to be a possibility for the realization of the concept of /lifelong education/. There is a general feeling that educational and vocational /guidance/ should be combined and that the efficiency of secondary education will largely depend on /teacher improvement/ and their /participation/ in reform of its content and structure. The recommendations emerging from the discussions formulate the measures to be taken for /educational reform/ of secondary education and the role of regional and /international cooperation/ in the achievement of the objectives set forth. The report of the /youth/ forum gives an account of /student attitudes/ on the theme of the conference.

(689)
01320 UIE/00073
University of Notre Dame. Center for Continuing Education. The learning soc[illegible]y: a report of the study on continuing education and the future. [illegible] Dame, Indiana, (1973?). 50 p.
The work on this study commenced in 1972 as an outcome of a national conference on /lifelong education/ and /colleges/ held at Notre Dame, /USA/. Four task forces were set up to examine developments in various aspects of continuing education - The /school systems/ do not give young adults all the /educational guidance/ they will need during their lives. The changing nature of the US society requires all citizens to gain new skills and intellectual orientations throughout their lives. A conception of the United States as a Learning Society is presented in twelve recommendations concerning implications for 1) /curriculum development/, 2) /economic policies/ and /social policies/, and 3) responses of institutions such as /schools/, /colleges/ and /continuing education centres/.



(690)
01306 UIE/00059
University of Syracuse. The influence of schools on continuing education in the United States of America. In: Unesco. The school and continuing education, p. 101-168. ENGL FREN
The report describes a project by Syracuse University, /USA/ aimed at identifying factors in /student motivation/ to seek /lifelong education/ or which discourage them from further /learning/ when their compulsory education ends - As the early years and /family influence/ are often decisive, chapters are included on /early childhood education/ and /preschool learning/. /Primary schools/ require /individualized instruction/ and changes in curricular emphasis. In /secondary schools/ adolescents are often discouraged from /independent study/ as the traditional curriculum seems irrelevant to them and school learning is regarded as terminal. The last chapters relate to /adult education/ - its history, its present function and its likely future role.

(691)
02525 UIE/00294
Upper Volta: a rural alternative to primary schools. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 335-364.
Prepared by the editors on the basis of reports by IEDES (Institut d'étude du développement économique et social) of the University of Paris and S. Grabe.
This paper deals with /rural education/ as a basic form of /primary education/ in /Upper Volta/, where /poverty/ and problems of /language usage/ deny even basic /literacy/ to most of the population - It is one of a series of /case studies/ on /rural development/ and /educational planning/ in the /developing countries/. Part I describes rural education centres: their origin and purpose; implementation of the Plan Christol (which began in 1961) including /teacher education/; /educational facilities/; activities and assessment of effectiveness; training for /out of school youth/; /costs/ and /financial support/ from various /agencies/. Part II covers /educational objectives/; links with other rural activities; operational problems. In spite of obvious advantages in a poor country, /nonformal education/ continues to be regarded as a poor substitute for /primary schools/.

## V

(692)
02866 INNO/01037
Vanbergen, P. Standing Conference of European Ministers of Education, 10th session, 1977. The school in its relationship with the community. Strasbourg, Council of Europe, 1977. 42 p.
An analysis of documents issued over the past five years by the Council of /Europe/ on the /school role/ in /social change/ in relation to controversial /educational goals/ - Within the overall goals for democracy, /participation/ and equality, /values/ of common concern are open-mindness, creativity, autonomy, committment, responsibility and socialization. They imply that balance between /individual development/ and collective action must be sought. School is divided between three interacting currents: 1) the traditional elitist view of education of the past; 2) the efforts to link school to present-day world, in particular working life; and 3) the futuristic outlook in which school has to prepare for a new culture and different society. /Society community relationship/ is highly complex; it combines harmony with

opposition, and conflict with convergence. This relationship could become constructive if participation and /lifelong education/ through self-training could be realized. Schools are also expected to have an impact on their immediate neighbourhood and could contribute to the efforts of reinforcing community life through /community education/

(693)
01326 UIE/00079
Van den Berg, A. Netherlands. Trends and issues in recurrent education. Country report. In: Country reports and statements from Iceland, Malta, the Netherlands, Sweden and the United Kingdom, p. 19-36.
This /conference report/ on /lifelong education/ in the /Netherlands/ is one of the country reports presented at the ninth session of the Standing Conference of European Ministers of Education in 1975 - /Recurrent education/ is seen as having priority among /educational strategies/ to implement a policy of 'participatory democracy'. The Dutch approach seeks to foster pluralistic /community influence/ and /participant involvement/ in comparison to the Swedish model. /Educational goals/ and /social policies/ are discussed, and it is concluded that /individual development/ aspects belong in school level education, as well as the development of society as a curricular subject. /Compensatory educational programmes/ are recommended for the /disadvantaged groups/, like women, youth, and older workers. The report ends on a brief note of the consequential /social change/ necessary in work and society in general.

(694)
01342 UIE/00095
Vaudiaux, J. La formation permanente, enjeu politique. Paris, Colin, 1974. 239 p. U prisme 45 FREN
The author shows how /lifelong education/, although capable of reconciling social and industrial progress, has become the subject of political antagonism in /France/ - The /employers/ financing /recurrent education/ are concerned with productivity and favour as participants highly /skilled workers/ and trained executives; this is substantiated by /statistical data/. /Trade unions/ wish to guarantee /equal education/ in the system; they agree, however, that the /central educational agencies/ should have priority in controlling /educational programmes/, curriculum and standard of courses. The author concludes that /continuing education centres/ should adapt themselves to present economic factors and social needs.

(695)
01883 UIE/00118
Vermilye, D.W. American Association for Higher Education. Lifelong learners - a new clientele for higher education. San Francisco, Jossey-Bass, 1974. 177 p. Current issues in higher education.
See abstracts 01884 (O'Toole), 01885 (Gass), 01886 (Culbertson).

(696)
01301 UIE/00054
Verne, E. Die Kosten lebenslänglicher Erziehung. In: Freiheit zum Lernen, p. 22-36. GERM
This essay is an attack on the concept and present implementation of /lifelong education/ with particular reference to /France/ after the Permanent Education Act of 1971 - Considered as a metamorphosis of schooling, lifelong education means lifelong schooling with the objective to reproduce the existing /social class/ system. Lifelong education is the incarnation of educational illusions which keep grown-ups in infantilism and lifelong dependence. /Adult learning/ increases the gap between intellectuals and the /working class/ by offering a great number of jobs to intellectual staff who control the workers. The concept aims at demobilizing workers, forcing self alienation and strengthening /industrialization/ and the industrialized society.

(697)
01339 UIE/00092
Vinoker, A. Economic analysis of lifelong education. In: Foundations of lifelong education, p. 286-337.
This study analyses /lifelong education/ from the point of view of /economics/ - Education is closely connected to the production process, and in its present form provides a qualified /labour force/ and reproduces traditional hierarchies. It entails /investment/, which can be examined from the point of view of /workers/, /employers/ and the national economy - (macro and micro-economic analysis). The educational system provides cheap information on /personnel evaluation/ for employers rather than promoting /individual development/; lifelong education opposes this. The progressive vertical and horizontal integration of education is analysed and the /economic climate/ under which lifelong education could be realised is outlined. Importance is attached to the connection between lifelong education and the social division of labour.

## W

(698)
02472 UIE/00241
Wall, W.D. Constructive education for adolescents. Paris, Unesco; London, Harrap, 1977. 333 p. 92-3-101420-X Studies and surveys in comparative education.
See abstract 02473 (Wall)

(699)
02473 UIE/00242
Wall, W.D. Informal and recurrent education. His: Constructive education for adolescents, p. 215-235.
The author is concerned with the roles of /youth services/, adult education, recurrent education and lifelong education in helping /adolescents/ and /adults/ reach a high level of /self actualization/ - The attainment of /cognitive objectives/ of education alone does not ensure a balanced /personality development/ of the individual. The author feels that the growth of 'self-awareness', a goal largely ignored by the formal school systems, commences in the second decade of life and continues throughout life. Thus the period of /adolescence/ becomes crucial in the acquiring of a realistic /self concept/. In this connection various youth services are examined and specific attention given to the role of the /police/, the structure of various /youth organizations/ and a range of distinct /youth problems/. The growth of self-awareness is slow and only through a continued experience with various educational facilities, can individuals hope to find an autonomous identity.

(700)
01665 INNO/00680
White, R. An alternative pattern of basic education: Radio Santa Maria.

Study prepared for the Unesco Institute for Education and issued in collaboration with the International Educational Reporting Service. Paris, Unesco, 1976. 122 p. Experiments and innovations in education, no. 30. An International Bureau of Education series. ENGL FREN SPAN

The /adult education programmes/ by Radio Santa Maria were reorganized in 1971 to provide /continuation education/ by /educational radio/ to the /rural population/ of the /Dominican Republic/. This model has put into practice principles of /lifelong education/ - It has succeeded in making available /primary education/ and intermediate degree programmes in /rural areas/ articulated with the formal system. /Educational methods/ comprise: weekly set of 6 /study guides/, 1-hour daily broadcast, field /teachers/ who correct exercises, weekly group meetings with teachers, cultural programmes, promotion of active community participation and leadership. The /socioeconomic background/ and /educational background/ of students are examined in view of alternative patterns of basic education which respond to needs of /disadvantaged groups/. An outline of /administrative organization/ and institutional design for the realization of goals of lifelong education is provided together with a /statistical analysis/ of /student promotion/ and /enrolment/ from 1971-2 to 1974-5. A comparison of /achievement/ reveals that students of Radio Santa Maria have higher median scores on examinations when field teachers function adequately. Performance of those continuing studies in official secondary schools is equal or higher than of formal system students. Radiophonic /school role/ contributes to /changing attitudes/ and greater community participation. Analysis of /costs/ per student shows that this system is more economical due to personnel reduction.

(701)
02530 UIE/00299
Wijemanne, E.L., Welikala, G.H.F. Sri Lanka: nonformal education for rural youth. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 249-292.

This paper deals with provision of /nonformal education/ for /rural youth/ in /Sri Lanka/, which remains necessary in spite of relatively widespread /primary education/ and increasing /secondary education/ - It is one of several /case studies/ on /rural development/ and /educational planning/ in the /developing countries/. A review of geographic and /economic factors/ is followed by chapters on the following: school systems, /prevocational education/, /educational reform/ and /educational development/; /agricultural training/ and Settlement Schemes for educated youth (/agrarian reform/); /womens education/ and training in practical /skills/; /skill development/ programmes, also for boys; rural development at divisional and district level. Despite the diversity of nonformal programmes the total number of children, youths, and women in rural areas served by nonformal programmes amounts to a small fraction of the /rural population/.

(702)
02094 UIE/00200
Wlodarski, Z. Biopsychological aspects of lifelong education. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 82-92.

According to theories of /developmental psychology/ certain aspects of human /ability/ develop at a later or earlier /age/ than that covered by /compulsory education/ and depend upon /individual characteristics/; this and the need for constant readaptation in a modern society speak in favour of introducing /lifelong education/ - Introduction of universal /preprimary education/ is considered



essential as the basis for /equal education/ in /Poland/. Parent education programmes and fuller use of mass media are desirable. Schools should become an integral part of society; their task is to provide a basis for further learning and promote /socialization/ and /individual development/. Leisure time and retirement should also be served by educational institutions. Adult learning must not be regarded solely as compensatory education.

(703)
02099 UIE/00205
Wolczyk, J. The role, goals and functions of teachers in the perspective of lifelong education. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 206-222.

The author discusses /teacher role/ in the perspective of /lifelong education/ and ideals of /collectivism/ in /Poland/ - Lifelong education conditions /social change/ and progress. More out of school education, leisure activities, etc. and closer /school community relationship/ are desirable. /Secondary education/ should lay foundations for self-education. /Teacher status/ should be higher, since - according to Lenin - teachers can act as /change agents/ in transforming school into an instrument of dictatorship of the proletariat and thus promote socialist ideology. /Teacher qualifications/ should be raised, knowledg constantly updated. Teachers will have a community function; personality development and training in psychology must be included in /teacher education/. Their future role will include guidance functions and stimulation of motivation for further learning.

(704)
02531 UIE/00300
Woodhouse, E.J., Lubis, A.H. Indonesia: a comprehensive locally initiated youth program. In: Ahmed, M.; Coombs, P.H. Education for rural development, p. 111-130.

The /Indonesia/n Jombang project which began in 1967, aimed at creating new /educational opportunities/ for /rural youth/ by providing /nonformal education/ programmes and by directing curriculum and teaching methods of school systems towards /community problems/ and /community development/ - This locally initiated youth programme mobilized all /educational resources/ to provide young people with a comprehensive education including /agricultural education/, simple /mechanical skills/, /health education/, /family life education/, /cultural activities/ and /literacy programmes/. Analysis of the impact of the nationwide project suggests that the economically and educationally most disadvantaged rural youths may not have been reached by this plan.

(705)
01924 UIE/00159
Woods, N. A framework for cooperative ventures in continuing education. Adult education (London), v48, n3, 1975, p. 162-169.

In spite of much discussion on areas termed broadly as /lifelong education/, there are still no coordinated /open learning systems/ in /UK/ - The author of the article suggests how such a system might be achieved. Clearly defined /adult education programmes/ encouraging an awareness of ways in which the quality of life for all citizens may be enhanced are required and should be related to changing economic and social patterns. /Open colleges/ might take the lead in providing centrally designed /credit courses/ and /instructional materials/ which could be adapted by teachers all over the country to meet local needs. A model of a nationally accepted /credit system/ and /certification/ is briefly suggested. The author thinks that The Open University is best

suited to take the initiative in this development cooperating with other institutions.

(706)
00947 UIE/0008
Wroczynski, R. Learning styles and lifelong education. International review of education (The Hague), v20, n4, 1974, p. 464-473.
This report analyses the necessity of new /teaching styles/ to reach the goal of successful /lifelong education/ - At a time of fast /technological advancement/ and new /educational objectives/, the needs of /educational quality/ require a /problem solving/ approach which will not only impart factual information but embrace a whole range of subjects preparing pupils for the demands of the world of work. Such preparation should include, e.g. physical education, a creative attitude towards life and skills in the use of various sources of information. Integration of /out of school education/ with /school activities/ is, therefore, an essential step towards lifelong education.

(707)
01899 UIE/00134
Wroczynski, R. Lifelong education and scientific-technological revolution. Paideia (Wroclaw), v3, 1973, p. 149-156.
The author considers /lifelong education/ as a means of mastering /technological advancement/ - /Educational provision/ must take into account influences, i.e. /informal education/ provided by /mass media/, and lifelong education. The latter, created to teach /skills/ required for /industrialization/, must now solve problems resulting from swift ageing of knowledge and /occupational change/. In 1970 a decree made /inservice education/ compulsory for /engineers/ and /technicians/ holding certain posts in /Poland/. Other countries also show a tendency towards compulsory lifelong education. Moreover, continuing /general education/ should balance narrow specialization and facilitate the individual's /adjustment/ to environment in an age of /social change/. Mass media will increasingly promote /independent study/.

(708)
02092 UIE/00198
Wroczynski, R. Lifelong education: sources and consequences. In: Symposium on School and Lifelong Education, Warsaw, 1974, p. 37-53.
In this article the author briefly traces the historical development of /lifelong education/ and proceeds to show its consequences for present and future /educational development/ - Industrial /workers education/ of the 19th century had a compensatory function, present /recurrent education/ has the task of keeping up with /occupational change/. Lifelong education requires /university extension/ but also major changes in /school role/ at all levels. Overloaded syllabuses and rote learning should be replaced by concentration on basic facts and training in intellectual versatility and logical thinking - the prerequisites of /humanism/. Final sections cover educational legislation in USSR, France and Poland and examine possible directions in which lifelong education will develop.

(709)
01909 UIE/00144
Wuthisen, S. Udornthani Project: educational reforms through teacher training (UPERTT). In: Asian Centre of Educational Innovation for Development. Exploring new directions in teacher education, p. 22-30.
/Case studies/ showing the leadership role of /teacher education/ in promoting /educational reform/ in /rural areas/ of /Thailand/ - Present teachers in Thailand have been trained only for school systems, although a high percentage of the /rural youth/ is not even enrolled in schools. In order to reach rural population as well, the /teacher role/ has to be changed. New teachers should become /change agents/ in the process of implementing /nonformal education/ and /lifelong education/. This is the idea of a project run by Udorn Teachers College. During the pilot period (1974-75), after specific preparation, two groups of /student teachers/ worked in /community development/ in various villages in Udorn Province for periods of three months each. The final project is planned for 1976. The question whether these experiences effected changes in the teacher role will be dealt with in a follow-up research after these students have become teachers.

# Y

(710)
01915 UIE/00150
Yaron, K. Israel. Ministry of Education and Culture. Public Advisory Council on Adult Education, Adult Education Association of Israel. Life-long education in Israel. Jerusalem, 1972. 150 p.
This collection of essays on /lifelong education/ in /Israel/ was prepared by the Israel /National Commission for Unesco/ for presentation at the 1972 Tokyo Conference on /Adult Education/. The book presents adult education as an integral component of lifelong education, - starting with Martin Buber's 'The principle of dialogue in education' which forms a foundation for the modern educational system of Israel. This is followed by the /educational history/ of the traditional Jewish learning system. The various authors review many aspects of current /continuing education centres/ and /adult education programmes/ aimed mainly at coping with the relatively unique problem of /social integration/ of large populations of /immigrants/ from Asia and North Africa into Israel's western-oriented society. /Parent education programmes/ are significant elements of the system as have been /army education/ and the /integrated rural development/ of the kibbutz. Diffusion of Hebrew, and the fight against /illiteracy/ are objectives of these programmes as well as suggestions for the use of /leisure/ time. /Television/ through the development of 'tele-clubs' has been found to be a valuable tool for stimulating participatory cultural and intellectual activities.

(711)
00126 SIRE/00111
Yugoslavia. National Commission for Unesco. Politiques nationales en matière d'enseignement et de formation. Belgrade, 1972. 26 p.
Official report from /Yugoslavia/ for the 1973 /ICE/ outlines /educational policies/ for /secondary education/ and training in relation to /employment/ - There is no distinction made between /general education/ and /vocational education/ but after the basic course /upper secondary schools/ are differentiated. The report describes /educational organization/ and content of courses at this level. The provision of education is geared to /manpower needs/ by a series of measures at local, republican and national levels. The main principles observed are to extend general education as much as possible, to make vocational education courses flexible, to introduce /lifelong education/, particularly by providing /recurrent education/, /adult education/ and finally by /institutional self management/ and /community control/. Emphasis is

placed on /educational research/ for the purpose of /vocational guidance/ and dropout prevention.

# Z

(712)
00961 UIE/0022
Zaki, W.M. Education of the people. Islamabad, People's Open University, 1975. 141 p.
This book describes the current (1975) deficiency of /educational opportunities/ in /Pakistan/ and the /educational reform/ necessary to promote /lifelong education/, especially in /rural areas/, with equal /access to education/ - The development of People's Open Universities, /continuing education centres/ relying on /mass media/ and other /educational technology/, is discussed both theoretically and, in part, from experience. /Curriculum guides/ relevant to an impoverished farming economy and to struggling industrial development have to be developed. The author notes that the /population trends/ are making the national improvement of education by traditional means impossible because of prohibitive costs of providing universal access to school.

(713)
00914 INNO/00473
Zaki, W.M. The People's Open University: the concepts, programme, structure and physical facilities. Islamabad, People's Open University, 1975. 71 p.
/Open colleges/ offer increased educational opportunities and this led in 1974 to the establishment of the People's Open University in /Pakistan/ - The /correspondence courses/ are reinforced by /instructional media/, especially radio and TV. /College programmes/ comprise general education at three levels leading eventually to a B.A. degree and functional education through /university extension/ in /rural areas/ and inservice vocational education in /urban areas/. /Governing boards/ are responsible for the management of the University. The academic structure embraces the teaching departments and institutes and the supporting services. An innovative feature is the course team responsible for the course preparation and which consists of academic and media staff. /College administration/ lies with the vice-chancellor, the chairman of departments and directors of supporting services. Production and evaluation of media is carried out by the Institute of Educational Technology. Regional Centres link the /study centres/, where students meet with their tutors, with the University. Present /educational facilities/ are inadequate, but a new campus is foreseen.

(714)
02480 UIE/00249
Ziegler, W.L. Essays on the future of continuing education worldwide. Syracuse, N.Y., Syracuse University, 1970. 114 p. Notes and essays on education for adults, 66.
See abstract 02481 (Ziegler).

(715)
02481 UIE/00250
Ziegler, W.L. A framework for studying the future of continuing education - worldwide. His: Essays on the future of continuing education worldwide, p. 5-34.
This paper proposes to supply a framework for studying the /future/ of /lifelong education/ on a /cross cultural studies/ basis - The author argues that a study of the future of lifelong education is possible and necessary and that such a study should be carried out on an international basis. This would require greater educational resources to be alloted to adult educators. The paper attempts to define /adult education/ linking it with the necessity to cope with today's rapid /social change/. The author employs the 'Delphi Method' in treating conjectures about the future of lifelong education and arrives at various forecasts referring mainly to /educational development/ in /USA/. Speculation about the future is seen as a means of anticipating demands and creating /educational programmes/ relevant to them.